

# The Historical Outlook

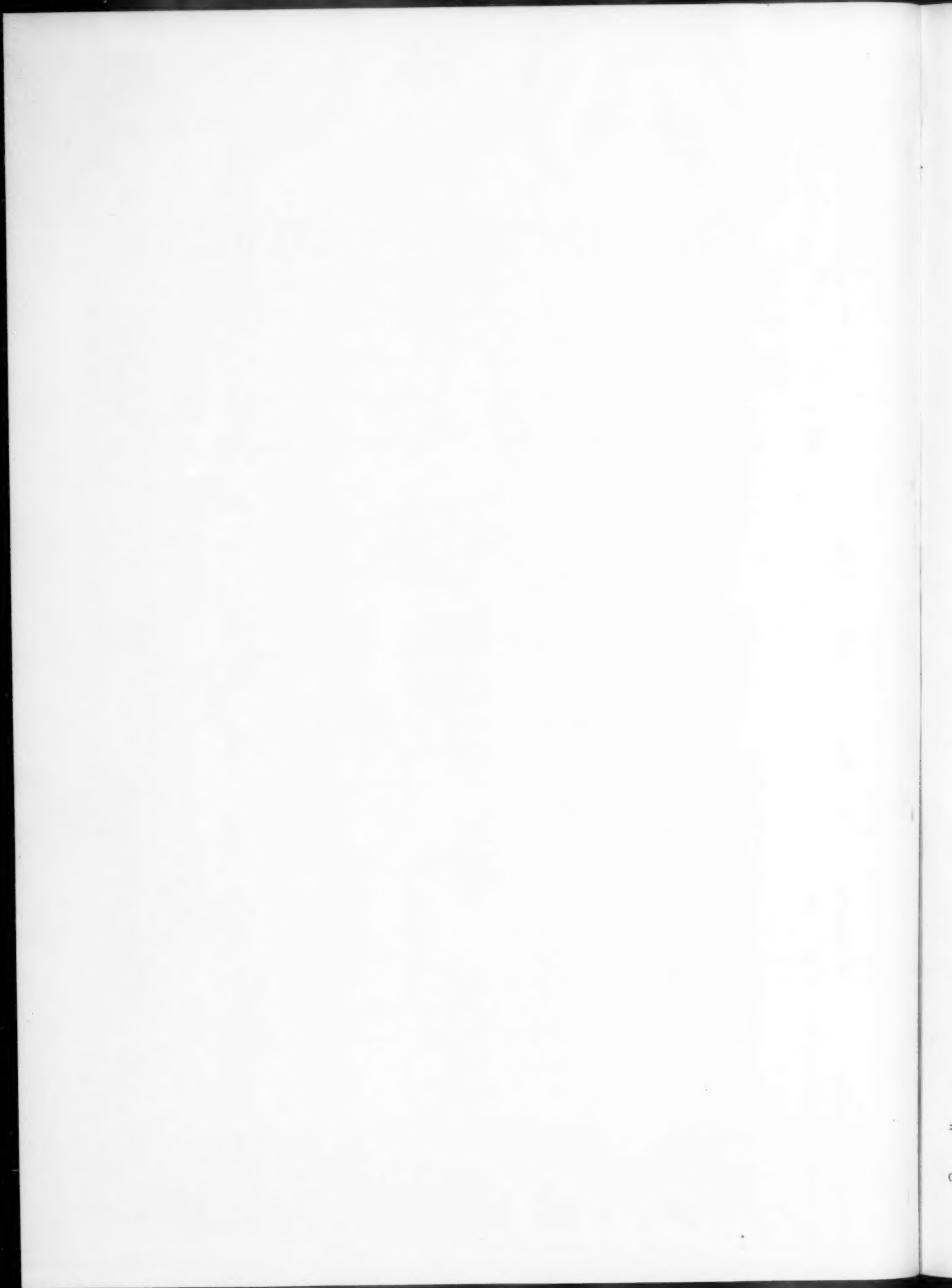
*Continuing*

THE HISTORY TEACHER'S MAGAZINE

VOLUME XV  
JANUARY—DECEMBER, 1924

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1924



# The Historical Outlook

A JOURNAL FOR

READERS AND TEACHERS OF HISTORY AND THE SOCIAL STUDIES

*Continuing The History Teacher's Magazine*

EDITED IN COOPERATION WITH COMMITTEES OF

THE AMERICAN HISTORICAL ASSOCIATION

AND

THE NATIONAL COUNCIL FOR THE SOCIAL STUDIES

ALBERT E. MCKINLEY, MANAGING EDITOR

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PHILADELPHIA, JANUARY, 1924.

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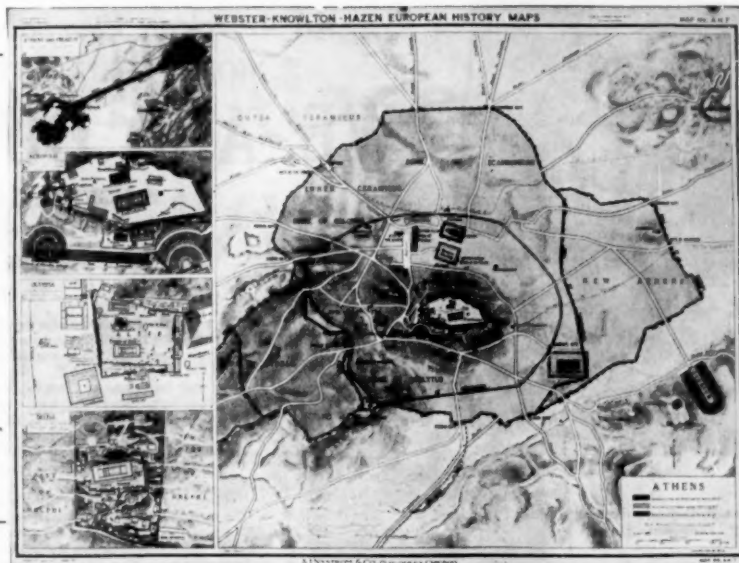
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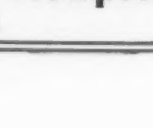
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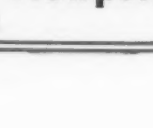


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# The Historical Outlook

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## The Muck-Raking Campaign

BY PROFESSOR C. C. REGIER, MUSKINGUM COLLEGE.

Any American who was reared in this country, who has reached the age of thirty, and who started to read newspapers and magazines during his high school years, will remember the literature of exposure which was so common between 1903 and 1912. To such people, and to all others who want to understand recent American history and literature, a survey of the so-called muck-raking campaign cannot be without interest.

In an address at the laying of the cornerstone of the Office Building of the House of Representatives on April 14, 1906, President Roosevelt warned the writers of such literature against extravagance and untruthfulness. He likened them to the "Man with the Muck-rake" in Bunyan's *Pilgrims' Progress*, and said in part, "I hail as a benefactor every writer or speaker, every man who, on platform, or in book, magazine, or newspaper, with merciless severity, makes such attack, provided always that he in his turn remember that the attack is of use only if it is absolutely truthful."<sup>1</sup> Inadvertently, Mr. Roosevelt was instrumental in attaching a name of odium to all reformers who were engaged in exposing corruption, regardless of whether they deserved the name or not. While he was careful to distinguish between sound and sensational exposures, others were less critical and less conscientious, and classed them all in one category.

The conditions that called out this campaign were largely economic. The latter part of the nineteenth century and the beginning of the twentieth saw enormous industrial developments in the United States. It has been said if a single word can summarize an epoch, "money" is the word for the twenty-five years previous to the publication of *Frenzied Finance* in 1904.<sup>2</sup> Colossal fortunes were never rolled up more quickly, and men with intelligence never devoted themselves to the "sordid ideal" with more energy. America presented a phenomenon new to history—a very rich country of vast natural resources in the process of feverishly-rapid exploitation. Its great cities expanded at an unprecedented rate. Immense prices could be won by the forceful, unscrupulous financier, and the municipal or state politician was beset by great temptations. The control of mineral lands, or of water-power, or of municipal franchises might mean the acquisition of gigantic fortunes in a short time. Great skill, ingenuity, and daring was, therefore, devoted to the evasion of the inadequate and feebly-enforced laws of the land.

How rapidly the movement toward industrial consolidation went ahead is well known to historians of the period. In 1904 it was noted that the capitalization of 440 large industrial and transportation combinations amounted to nearly \$20,500,000,000. They controlled more or less successfully the production of tobacco, petroleum, sugar, linseed oil, iron and steel, copper, ship building, beef, starch, flour, cottonseed oil, candy, chewing gum, candles, ice, glucose, crackers, matches, whisky, anthracite coal, fertilizers, tin cans, farming tools, locomotives, writing paper, school furniture, sewer pipe, glassware, rubber goods, buttons, leather, electrical supplies,<sup>3</sup> etc. Some of them, like the Standard Oil Company, the live stock and dressed beef combinations, the coffee, steel, and other trusts, secured great advantages over their rivals from railroad favoritism, and the tariff wall afforded shelter for the growth of the steel, tin plate, sugar, leather, and other combinations.<sup>4</sup>

The per capita wealth of the country, it has been claimed, increased from \$200 to \$1200 during the nineteenth century. This was, however, very unevenly distributed. In 1910 one-half of the people owned practically nothing; one-eighth of them owned seven-eighths of the wealth; one-two-hundredth of a per cent., or 4000 millionaires, had 20 per cent. of the total wealth.<sup>5</sup>

This great concentration of wealth and the disappearance of the public lands naturally narrowed the opportunity for the working man to achieve economic independence.

"Big business" exerted a great influence over government. William Allen White said with a good deal of truth that an extra-constitutional government passed over the country from East to West, and was dominant between 1897 and 1903. There was a constitutional government and a business government in the city, the county, the state, and the nation. The constitutional government punished crimes of violence, crimes that were directed against individuals; but crimes of cunning that were directed against public rights were protected by the superficial government. It was in the interest of business that laws were enacted, interpreted, and administered.<sup>6</sup>

The psychology of business was getting hold of people's minds. It did not only cloud the judgment of business men, but it threatened to become our national way of thinking. When people talked about "success," they meant business success. Any movement, whether industrial, or educational, or religious,

was complimented by being called "business like."<sup>7</sup> To "develop business," even vice was organized, commercialized, and advertised.

It would not be difficult to pile up evidence to show that the muck-raking campaign "was the inevitable result and punishment of the reckless course that great business consolidations pursued in their early history,"<sup>8</sup> or that it was the "inevitable expression of the long-smouldering public resentment." People feared the corporations and combinations might control the government. They suspected what Lincoln Steffens later found to be true, that behind all political corruption there was business.

The only high-class magazine that consistently and persistently protested and warned against this materialistic philosophy and its effects on state and society was the *Arena*. It was founded by B. O. Flower in 1889. From then to the end of its career in 1909, with the exception of a short period, Mr. Flower's personality dominated this "foremost radical review in the world." He contributed more than 250 articles to his journal, many of them were long and scholarly. Perhaps nobody else voiced the deep convictions of social injustice and the high hopes and aspirations of the western farmer and the eastern laborer as fervently as he did. As early as 1894 he wrote that the time for dreaming was past and that the time for plain speaking had come.<sup>9</sup> "Let us agitate, educate, organize," he urged, "and move forward, casting aside timidity and insisting that the Republic shall no longer lag behind in the march of progress."<sup>10</sup> The *Arena* frankly aimed at social, economic, and political reform, and fearlessly exposed corruption. It did not, however, inaugurate muck-raking in its true sense. Its exposures and warnings were in general terms, corporations or individuals were hardly ever mentioned by name. The real muck-rakers were insultingly specific and personal.

In 1901 and 1902 the *Arena* was still in the lead in exposing corruption and in agitating for reform, but in 1903 leadership passed to *McClure's Magazine*.

*McClure's* was founded in 1893 by Samuel S. McClure. It grew rapidly and had a circulation of a quarter of a million copies per month by 1896. It was about the first good magazine to sell for as low a price as fifteen cents a copy. Among its editors, besides Mr. McClure, were John S. Phillips, A. A. Boyden, and John Siddall. The chief staff writers were Ida M. Tarbell, Lincoln Steffens, and Ray Stannard Baker. The editors and staff writers were "very much of a unity" as far as the policy of the magazine was concerned.<sup>11</sup>

What came to be known as muck-raking was stumbled upon without premeditation. As there was much popular interest in trusts, and as the subject was only poorly understood at the time, Miss Tarbell was selected to make a detailed study of the mother of trusts—the Standard Oil Company—and to publish her findings in *McClure's*. After some three years of investigation, she began to publish her epoch-making *History of the Standard Oil Company* in the fall of 1902. This may be taken as the

beginning—in a serious way—of the literature of exposure. Lincoln Steffens began his important exposures of municipal corruption about the same time. Thus, in the January number of 1903, Mr. McClure wrote, "We did not plan it so; it is a coincidence that this number contains three arraignments of American character such as should make every one of us stop and think. 'The Shame of Minneapolis,' the current chapter of the Standard Oil; Mr. Ray Stannard Baker's 'The Right to Work,' it might all have been called 'The American Contempt of Law.' Capitalists, workingmen, politicians, citizens—all breaking the law or letting it be broken. Who is there left to uphold it? . . . There is no one left—none but all of us."<sup>12</sup>

From this time on *McClure's* was a "tower of strength" to the reformers. Its circulation went up to half a million. One keen English observer claimed it would be for the historian of the future to determine how much of the "uplift" of the Roosevelt administration was due to the influence of the McClure type of magazine. To him it seemed that Mr. McClure paved the way for President Roosevelt.<sup>13</sup>

One difficulty that McClure encountered in his efforts to procure good articles was the fact that reporters usually knew little about the subjects they were to report upon. He decided, therefore, to pay his writers for their study rather than for the amount of copy they turned in. His staff writers would collect enough material to write a book and then condense it into one article. In two years' time Mr. Baker furnished eight articles; Mr. Steffens, in a somewhat longer period of time, wrote ten, and Miss Tarbell, in a period of about five years, prepared eighteen articles on the Standard Oil Company. None of these articles cost *McClure's* much less than \$1000, and fully half of them cost \$2500 each. Indeed, Miss Tarbell's articles, Mr. McClure assures us, cost about \$4000 each.<sup>14</sup>

The next great splurge in muck-raking was made by *Everybody's Magazine*. In 1903 the Ridgway-Thayer Company was formed, composed of Erman J. Ridgway, John Adams Thayer, and George W. Wilder. It bought *Everybody's* for \$75,000, when its circulation was about 150,000. John O'Hara Cosgrave was retained as editor. In 1904 these men reached an agreement with Thomas W. Lawson, the Boston millionaire and stock exchange manipulator, to expose high finance through their periodical. Lawson was to furnish the story free of charge on condition that *Everybody's* would spend \$50,000 in advertising it. This condition was more than met by the owners of *Everybody's*, and Lawson himself spent "easily" five times that amount in advertising his articles.<sup>15</sup> "No story was ever better exploited." Under the title *Frenzied Finance* (and no more appropriate name could have been found), Lawson's sensational and fascinating articles appeared from month to month.

*Everybody's* thrived on muck-raking. In less than a year after *Frenzied Finance* began to appear its circulation had gone up to 750,000, and its adver-

tising brought \$150,000 gross per month, whereas, it had amounted to only \$9742.64 gross two years previous. The publishers claimed boldly that the two great forces in the country that were working to liberate the American people were President Roosevelt and *Everybody's Magazine*.<sup>10</sup>

The *Cosmopolitan* was more or less neutral during the first few years of the muck-raking period, but in 1906 it made its plunge with one of the most sensational series of the whole campaign, "The Treason of the Senate," by David Graham Phillips. This was a fierce attack on about a dozen of the leading United States Senators, including Depew, Aldrich, Gorman, Spooner, Bailey, Elkins, Knox, Foraker, Lodge, Allison, Cullom, and Stone. Republicans and Democrats, he charged, had formed a "merger" to serve the plutocracy.

*Collier's Weekly* was very active in exposing corruption all through this period. Samuel Hopkins Adams and Mark Sullivan were the two chief muck-rakers connected with this journal. The former published many articles dealing with patent medicines and their methods of advertising, and the latter went to Washington to report on Congress, exposing anything that might be considered reactionary and advocating progressive legislation. It seems doubtful whether any man did more to defeat the Taft administration in 1912 than Mark Sullivan.

The *American Magazine* was taken over by a group of the McClure people—John S. Phillips, Ida M. Tarbell, Lincoln Steffens, and Ray Stannard Baker—late in 1906, and was made into one of the best periodicals of exposure.

*Hampton's Magazine* and *Pearson's Magazine* were staking everything on this campaign during the later years of this period, when most of the early muck-raking journals had already become "respectable."

Some of the religious weeklies, like the *Outlook* and the *Independent*, published occasional pieces of exposure, but they did not make a business of it.

The old literary monthlies were not much affected by this movement.

There is no space here for a detailed account of the almost innumerable exposures of these years, but some of the more important serials may be mentioned.

Many of the evils which the muck-rakers attacked were to be found in the cities. Mention has already been made of Lincoln Steffens's exposures of municipal government. Among the cities exposed by him were St. Louis, Minneapolis, Pittsburgh, Philadelphia, and Chicago. These articles were later published in book-form under the title *Shame of the Cities*. Mr. Steffens also had a series of three articles in the *American* on conditions in San Francisco, entitled, "The Mote and the Beam." *Pearson's* had eleven articles on "The Apaches of New York" in 1911 and 1912, by Alfred Henry Lewis. This dealt with organized gangs of thugs and assassins. "Confessions of a New York Detective," appearing in the *Cosmopolitan*, in 1905, treated the subject of police corruption. Josiah Flynt had several articles on pool-room criminals in the *Cosmopolitan* in 1907.

Some single articles deserve mention in this connection: Among these were several by S. S. McClure, which appeared in his own journal: "The Increase of Lawlessness in the United States" (1904), "Chicago, As Seen by Herself" (1907), and "The Tammanyizing of a Civilization" (1909). George Kibbe Turner wrote "The City of Chicago" (1907) and "The Daughters of the Poor" (1909) for *McClure's*. No better examples of muck-raking can be found.

Political corruption was exposed again and again. In 1904 and 1905 Lincoln Steffens wrote the "Enemies of the Republic." This dealt with politics in Missouri, Illinois, Wisconsin, Rhode Island, New Jersey, and Ohio. In opening this series he stated that every time he attempted to trace to its sources the political corruption of a city ring the stream of pollution branched off in the most unexpected directions, and spread out in a network of veins and arteries so complex that hardly any part of the body politic seemed clear of it. Corruption was not confined to politics, but extended into finance and industry. The source and sustenance of our bad government was not the politician, the bribe-taker, but the captain of industry, the bribe-giver. "The Highway of Corruption Is the Road to Success."<sup>11</sup> At the same time that Steffens's articles appeared in *McClure's*, Rudolph Blankenburg, a wealthy merchant of Philadelphia, wrote eight articles for the *Arena*, entitled, "Forty Years in the Wilderness." This exposed the political system of Pennsylvania. C. P. Connolly wrote one of the most spectacular accounts of legislative bribing to be found anywhere, in "The Story of Montana," which appeared in *McClure's* in 1906. Judge Ben B. Lindsey, of Denver, showed clearly and convincingly the influence of corporate wealth over government in Colorado in his autobiography, *The Beast*, which appeared in book form in 1910. Much of this material appeared in *Everybody's* in 1909, under the title, "The Beast and the Jungle." George Kennan wrote for the *Outlook* on "Holding Up a State" (1903), and Charles Edward Russel contributed a series on the crimes against the suffrage, which he called "At the Throat of the Republic." These appeared in the *Cosmopolitan* in 1908. In 1910 he wrote another notable series for the same magazine on "What Are You Going to Do About It?" This exposed corruption in New York, Pittsburgh, Illinois, Colorado, and the Indian land system. David Graham Phillips' "The Treason of the Senate" has already been noted.

"Big business," of course, came in for its share of treatment. Miss Tarbell's *History of the Standard Oil Company* has been mentioned. In 1906 and 1907 she published a series on "The Tariff in Our Time" in the *American*. A single article on "Commercial Machiavellianism" by her appeared in *McClure's* in 1906. Thomas W. Lawson's *Frenzied Finance* was a severe attack on the prevailing business methods. Charles Edward Russell furnished a number of serials in which he attacked various business organizations. "The Greatest Trust in the World" appeared in



*Everybody's* in 1905, and was an exposition of the Beef Trust. "Where Did You Get It, Gentlemen?" also appeared in *Everybody's* in 1907. "The Railroad Revolution" was a series of nine articles which appeared in *Pearson's* in 1913. It was a damaging indictment of the American railroad system. J. Warner Mills had ten articles on "The Economic Struggle in Colorado" in the *Arena* in 1905 and 1906. Burton J. Hendrick wrote a very full account of "The Story of Life Insurance" for *McClure's* in 1906 and 1907, and immediately after he reported on "Great American Fortunes and Their Making" for the same periodical. Ray Stannard Baker wrote a series on "The Railroad on Trial" for *McClure's* in 1905, and Alfred Henry Lewis on "Owners of America" for the *Cosmopolitan* in 1908 and 1909. Upton Sinclair published a novel, entitled, "The Jungle," in 1906, which was one of the most revolting exposures of the decade. It dealt with the meat industry. In the May number of *Everybody's* for 1906 he had an article on "The Condemned-Meat Industry." People with weak stomachs better leave this article unread. John L. Mathews and Judson C. Welliver had several important articles on water trusts and the Sugar Trust in *Hampton's Magazine* in 1909 and 1910.

A large number of other subjects were exposed. Ray Stannard Baker had a series of articles in *McClure's* in 1903 and 1904 in which he dealt with various labor problems. Edwin Markham wrote on "The Hoe-Man in the Making" for the *Cosmopolitan* in 1906 and 1907. This showed the evil effects of child labor. Mr. Baker had another series on "The Spiritual Unrest" in the *American* in 1908 and 1909 in which he discussed religious problems. Harold Bolse muck-raked the trend of religious and social and political teaching in our universities in the *Cosmopolitan* in 1909 in a series that began with an article entitled, "Blasting at the Rock of Ages." The Mormon Church was attacked by Alfred Henry Lewis in the *Cosmopolitan* (1910), by Richard Barry in *Pearson's* (1910), and by Burton J. Hendrick in *McClure's* (1911). Charles Edward Russell wrote on the "cast system" of India, England, and America for the *Cosmopolitan* in 1906; Merrill A. Teague on the "Bucket-Shop Sharks" for *Everybody's* in 1906; Richmond P. Hobson on "If War Should Come" for the *Cosmopolitan* in 1907. John Kenneth Turner started an exciting account of "Barbarous Mexico" in the *American* in 1909 and finished it in the *Appeal to Reason*. Benjamin B. Hampton had a noted article on "The Vast Riches of Alaska" in his magazine in 1910.

The hundreds of single articles and series of articles that have not been mentioned are excluded for want of space.

Who were the chief muck-rakers? That is, to some extent, a matter of judgment. It seems clear to me, however, that among the leading writers of literature of exposure we should name the following: Ida M. Tarbell, Lincoln J. Steffens, Ray Stannard Baker, Charles Edward Russel and Upton Sinclair.

If we take into account merely the magazine literature of this period, then Mr. Sinclair has no place in this group, but when we include the books which he has written—*The Jungle*, *King Coal*, *The Profits of Religion*, *The Brass Check*, and the rest of them—and his journalistic work since 1912, then he undoubtedly deserves the first place on this list. A little less prominent than the above five, and yet important enough to deserve mention here, were: Samuel Hopkins Adams, C. P. Connolly, Ben B. Hampton, Burton J. Hendrick, Thomas W. Lawson, Alfred Henry Lewis, S. S. McClure, David Graham Phillips, Mark Sullivan, and George Kibbe Turner.

As has already been pointed out, muck-raking, as a campaign, or movement, began late in 1902, became militant in 1903, and sensational in 1904 and 1905. During 1905 and 1906 the "moral awakening" was felt all over the country, although there was no interstate or national organization which gave unity and harmony to the movement. It sprang up spontaneously in many parts of the Republic, worked toward the same general goal, and developed in 1912 into the Progressive Party. By 1908 the people had become tired of muck-raking, but in 1909 and 1910 it became very active again, due in part to the "insurgents'" activities in Congress and to the disappointing treatment which the tariff received in the Federal Legislature in 1909. After 1911 it died down rapidly, and when the war came muck-raking practically came to an end. Later some magazines indulged in this sort of journalism again, but it was of comparatively little importance.

Muck-raking came to an end for various reasons. Chief among these was probably the fact that people got tired of it. Many of the muck-rakers admit it frankly. Thomas W. Lawson was a good illustration of this. From 1904 to 1907 he had worked hard in the interest of the people. In 1908 he went back to stock gambling, calling the people "gelatine-spined shrimps" and "saffron-blooded apes."<sup>18</sup>

Miss Tarbell claimed that muck-raking killed itself by developing into pure sensationalism,<sup>19</sup> and John S. Phillips wrote that public speakers, like Victor Murdock and Senator Beveridge, had the same experience that writers had—they couldn't get response to the former kind of speeches.<sup>20</sup> The people seem to be changeable and they demand different kinds of literature at different times. Some magazines dropped muck-raking entirely and went to fiction. Some began to appeal to the sex motive and thereby increased their circulation.

Among other reasons for the decline of muck-raking might be mentioned: The belief that the essential reforms had been accomplished; that the writers were beginning to trench upon practices that were characteristic of "little" business as well as "big" business; that a large number of congressional and legislative investigations were being made, which, to some extent, took the place of this type of journalism; that the war interfered with the liberal movement; that the flush times for magazines were over;

and that some of them fell into the hands of their creditors, who were usually financiers.

Another cause for the decrease of muck-raking, it has been claimed, was the deliberate attempt on the part of big business to crush the magazines that were engaged in exposing. Such a claim has been denied by writers like Miss Tarbell, William Allen White, John O'Hara Cosgrave, John S. Phillips, and S. S. McClure, and it has been upheld by Benjamin B. Hampton, Charles Edward Russell, and Upton Sinclair.<sup>21</sup> The chief illustration in point is *Hampton's Magazine*. In 1911 Hampton could not borrow \$30,000 from any New York bank, to tide him over the dull summer months, on any sort of securities. Before this the same bankers had offered him \$500,000 for his magazine, if Charles Edward Russell is to be believed.<sup>22</sup> Over a million dollars had been sunk in this enterprise and it was finally sold for \$10,000.<sup>23</sup> In less than a year thereafter *Hampton's*—the best loved and the best hated magazine in the country—was no more.<sup>24</sup>

Just what the effects of muck-raking alone were, it is impossible to say, for it was itself a symptom as well as a cause. But it can be said without hesitation that together with the Progressive movement—with which it was closely related—it was productive of great results.

Criminal and ruthless business was largely the cause for muck-raking, and business methods were decidedly improved during this period. Business became, to some extent, socialized. The interests of labor and the public came to be at least partially recognized, and the danger that the corporations might control the government was no longer as great as it had been. In January, 1914, President Wilson, in a message to Congress, said: "At last the masters of business on the great scale have begun to yield their preference and their purpose, and perhaps their judgment, also, in honorable surrender."<sup>25</sup>

The government was induced to attempt to relieve economic and social distress. The convict and peonage systems were destroyed in some states; prison reforms were undertaken; a Federal pure food act was passed in 1906; child labor laws were passed by most of the states and a National Child Labor Committee was appointed in 1904 to propose uniform child labor laws to all states; a Federal employers' liability act was passed in 1906, and a second one in 1908, which was again amended in 1910; forest reserves were set aside; the Newlands Act of 1908 made reclamation of millions of acres of land possible; the conservation of natural resources was greatly stimulated; eight-hour laws for women were passed in some states; race-track gambling was prohibited; twenty states passed mothers' pension acts between 1908 and 1913; twenty-five states had workmen's compensation laws in 1915; a tariff commission was established in 1909, abolished in 1912, and revived in 1914; an income tax amendment was added to the Constitution; the Standard Oil Company and the Tobacco Companies were dissolved; public serv-

ice commission laws were passed in New York for the purpose of checking the corporations; Niagara Falls was saved from the greed of corporations; sanitary measures were promoted; interest in labor welfare became general; Alaska was saved from the Guggenheims and other capitalists; better insurance laws and packing-house laws were put on the statute books; and George Creel's articles on Colorado strike conditions resulted in a "benevolent feudalism," which was more favorable toward non-union labor.

In the field of politics and government the results of muck-raking are the same as those mentioned in Benjamin Parke DeWitt's *The Progressive Movement*: Popular election of United States senators; direct legislation through the initiative, referendum, and recall; secret ballot; direct primaries; corrupt practices acts, or campaign expense laws; commission form of government for cities, and the right to draft their own charters; and woman suffrage.

Among other services of muck-raking might be mentioned the methods of popular exposition that later essayists and older magazines adopted; the sociological surveys which sociologists now carry on; innumerable congressional and legislative investigations; and a destruction of the awe and reverence in which wealth was held.

*Everybody's* gave a good summary in 1909: "Wall Street cannot gull the public as it once did. Insurance is on a sounder basis. Banking is adding new safeguards. Advertising is nearly honest. Rebating is unsafe. Food and drug adulteration are dangerous. Human life is more respected by common carriers. The hour of the old-time political boss is struck. States and municipalities are insisting upon clean administrators. The people are naming their own candidates. Independent voters, and that means thinking men, are legion. The children are having their day in court. Protection is offered to the weak against the gambling-shark and saloon. Our public resources are being conserved. The public health is being considered. New standards of life have been raised up. The money god totters. Patriotism, manhood, brotherhood are exalted. It is a new era. A new world. Good signs, don't you think? And what has brought it about? Muck-raking. Bless your heart, just plain muck-raking. By magazine writers and newspapers and preachers and public men and Roosevelt."<sup>26</sup>

As to the place of the muck-raking magazines, Charles Edward Russell said, with pardonable exaggeration, perhaps: "Looking back, it seems to me clear that the muck-raking magazine was the greatest single power that ever appeared in this country. The mere mention in one of those magazines of something that was wrong was usually sufficient to bring about at least an ostensible reformation."<sup>27</sup>

<sup>21</sup>This address can be found in various places. See Griffith, William, *The Roosevelt Policy*, Vol. II, pp. 367-374; Bishop, Joseph B., *Theodore Roosevelt and His Time as Shown in His Own Letters*, Vol. II, p. 16; *OUTLOOK*, Vol. 82 (April 21, 1906), pp. 883-887.

<sup>22</sup>Thayer, John Adams, *Astir*, p. 250.

<sup>3</sup> Bogart, Ernest Ludlow, "Economic History of the United States," Third Edition, p. 457.

<sup>4</sup> *Ibid.*, pp. 463-464.

<sup>5</sup> Parsons, Frank, "The Great Conflict," *Arena*, Vol. 26 (August, 1901), pp. 141-153. Also, King Willford Isbell, "The Wealth and Income of the People of the United States," Chap. 4.

<sup>6</sup> White, William Allen, "The Old Order Changeth," *American Magazine*, Vol. 67 (January, 1909), pp. 219-225.

<sup>7</sup> Ross, Edward A., "Changing America," pp. 87-88.

<sup>8</sup> Russell, Charles Edward, Letter to the Author, May 21, 1922.

<sup>9</sup> Flower, B. O. "Crucial Movements in National Life," *Arena*, Vol. 10 (July, 1894), pp. 260-262.

<sup>10</sup> Flower, B. O. "An Earnest Word to Young Men and Women of America," *Arena*, Vol. 24 (November, 1900).

<sup>11</sup> Phillips, John S., Letter to the Author, July 10, 1922.

<sup>12</sup> McClure, S. S., Editorial, *McClure's*, Vol. 20 (January, 1903), p. 336.

<sup>13</sup> Archer, William, "The American Cheap Magazine," *Fortnightly Review*, Vol. 93 (May, 1910), pp. 921-932.

<sup>14</sup> McClure, S. S., *My Autobiography*, p. 245.

<sup>15</sup> "With Everybody's Publishers," *Everybody's*, Vol. 18 (March, 1908), pp. 431-432.

<sup>16</sup> "With Everybody's Publishers," *Everybody's*, Vol. 12 (June, 1905), p. 857.

<sup>17</sup> Steffens, Lincoln, "Enemies of the Republic," *McClure's*, Vol. 22, pp. 587-599.

<sup>18</sup> Lawson, Thomas W., "Why I Gave Up the Fight," *Everybody's*, Vol. 18 (February, 1908), pp. 287-288.

<sup>19</sup> Tarbell, Ida M., Letter to the Author, May 25, 1922.

<sup>20</sup> Phillips, John S., Letter to the Author, *loc. cit.*

<sup>21</sup> The author has personal statements on this point from all these writers except Mr. Hampton and Mr. Sinclair.

<sup>22</sup> Russell, Charles Edward, Letter to the Author, June 20, 1922.

<sup>23</sup> French, George, "The Damnation of the Magazines," *Twentieth Century*, Vol. 6 (June, 1912), pp. 99-111.

<sup>24</sup> The story of *Hampton's Magazine* is also told by Upton Sinclair in "The Profits of Religion," pp. 181-182, and by Charles Edward Russell in an article entitled, "The Magazine Soft Pedal," which appeared in *Pearson's*, Vol. 31 (February, 1914), pp. 179-189.

<sup>25</sup> DeWitt, Benjamin Parke, "The Progressive Movement," p. 114.

<sup>26</sup> "With Everybody's Publishers," *Everybody's*, Vol. 20 (January, 1909), pp. 143-144.

<sup>27</sup> Russell, Charles Edward, Letter to the Author, May 21, 1922.

## The Chronicles of America in Motion Pictures

BY DIXON RYAN FOX, ASSOCIATE PROFESSOR OF HISTORY, COLUMBIA UNIVERSITY.

The late Lord Morley, in his penetrating essay on Voltaire, referred to the conservatives as those whose pygmy hope that life would some day become somewhat better, punily shivered by the side of their gigantic conviction that it might well be infinitely worse. The guild of teachers has conservatives in plenty who hold fast to that which has been proved good and fear experiment, quite forgetful that their own eternal principles once were novelties, which had to be tried out before they were received. Those such who teach the history of mankind will shudder at the announcement that the Yale University Press is now producing thirty-three motion pictures of the story of America primarily for use in schools. The little red school house, which produced so many great Americans, they will reflect, was not equipped with a projector and a silver screen, therefore the motion picture as an educational factor is probably a short-lived fad. There will be other teachers who will welcome a fair testing of a new instructional device.

The use of printed pictures in the educative process has been common since the days of Comenius and his *Orbis Sensualium Pictus* of 1658, and their adaptability to the teaching of history has led to the production of many excellent visual aids, including such widely different items as the Rausch *Kulturgeschichte Modelle* and the McKinley *Illustrated Topics*. Museums, of course, have long been systematically used by history classes, and actual reproductions of old implements, appurtenances, or even homes of historic types have been brought before the pupils, in full size or miniature. The motion picture itself has already a record of success behind it where it has been adequately tried, as in Detroit. But not until the

present enterprise has historical scholarship to any considerable degree been combined with the art and business of photoplay production. Previous efforts in the use of animated maps and landscape panorama have somewhat justified the hope of their authors, but the real picture-drama and the historical conscience have not until now been joined together. The Yale University Press, therefore, will command the admiration and the gratitude of all progressive teachers for its brave adventure into this new field, knowing as it does that dangerous pitfalls are hidden among the dazzling allurements. If it is possible to make "history" clear by pictorial presentation, it is also possible to make it grotesquely false. Much depends upon who does it.

This is not, of course, the first appearance of Clio in association with the other muses. The *chanson de geste* recited by the jongleur from his gallery in the castle hall was history as well as song. The sanguinary drama of past courts and camps, fashioned by Will Shakespeare or Kit Marlowe, was the chief means of historical instruction to English countrymen who gathered in the inn-yards to watch the strollers. But the difficulty was that the jongleur brought forth Alexander as a brother knight with Charlemagne, Julius Cæsar was played in hose and doublet, while Hamlet even in the days of Kemble wore a curled or powdered wig. Historical fiction, which must appear as a strange hybrid, if we reflect upon it, has oftentimes distorted history, even in masterpieces like the *Tale of Two Cities*, so that its harm, in this consideration, has been in direct proportion to its power.

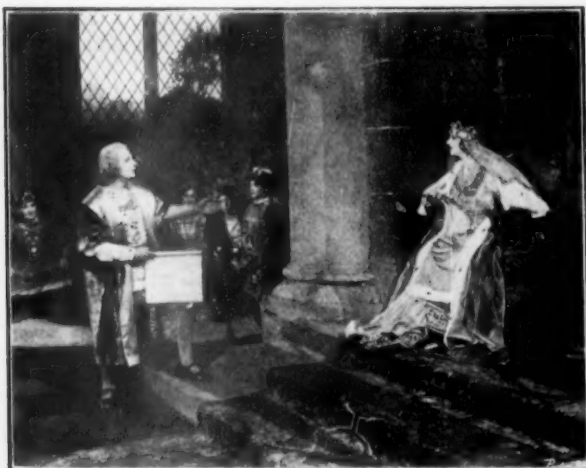
Now, in contrast, the supervisors of the Yale productions are nothing if not conscientious, almost



pedantically squeamish, indeed, as to the accuracy of detail in the mounting as well as the dramatic action of each piece. Two editors, Professor Max Farrand and Professor Nathaniel W. Stephenson, both well known to the readers of this publication, together with specialists on different periods, guarantee the historicity of the films; another editor, Professor Frank E. Spaulding, passes on the educational availability of each scene, and every picture must earn the none-too-ready approval of the university authorities before it may be presented to the public. Very little invention is allowed and that for the most part in type action put in to give a genre picture, which might be heavily documented to establish the correctness of its spirit. The personages who appear are not the customary characters of historical fiction, twisted out of truth to make an effective story, but the actual men as nearly as they can be reproduced, doing the things they did and saying the words they said, each gesture and each word carefully plucked out of history, whenever possible, by special research assistants, and put together with faithful skill so as to create again the life of other centuries, by revealing character and setting forth the struggle of contending forces.

The task is to hold the attention of the spectator for the time of three reels, and subtly and effectively present to his mind in this sensitized condition the greatest amount of history that art can carry. The history man is immediately struck with the severity of this challenge. He has been accustomed to cover a situation with a word, which might still be a little vague. He says, for example, that John Winthrop entered the well-appointed hall of his house dressed in his Sabbath best. But in planning out the picture there are some hundred items of design in that room and its furnishings, and every inch of the governor's costume must be known, from the top of his high-

#### "COLUMBUS"



In January, 1492, through the plea of Juan Perez, Columbus was given another opportunity to lay his plans of discovery before Queen Isabella at Santa Fe.

crowned hat to the soles of his square-toed shoes. When Lord Bacon said that *writing* maketh an exact man, he did not know the possibilities of motion pictures. If the social historian prides himself upon his range of knowledge, let him try to supervise a picture and he will realize the need of reference works upon *Kulturgeschichte*. In his critical review of the scenario, the editor must, of course, ask the questions, Is the tone of the piece true to history, and Are the characters justly drawn? In selecting the actors from those brought before him he must look for portraits as well as peculiar competence. He must be constantly alert to see if the small background action of each day's production is uniquely and revealingly characteristic of the time and place of the play. Are the spoken titles accurate quotations, or, at least, in plausible language for the character?

#### "COLUMBUS"



In the name of Holy Church and in the names of their joint Majesties, Ferdinand and Isabella, Columbus lays claim for Spain to the newly discovered lands.

As these lines are written there is going forward a production known as "Peter Stuyvesant," which it has been the present writer's privilege to observe in several of its stages. Its climax, as may be guessed, is the bloodless conquest of New Netherland in 1664, and it is thought that the broad action of the piece reveals the causes and the process of this change. That, of course, is the most important matter, but after this is assured there remain numberless opportunities of putting in bits of historical significance, which may become parts of the drama and not extraneous baggage. A few illustrations will sharpen this reflection. For example, in order to show that Stuyvesant has been energetic, there is included a scene where he directs that commendation be given for the active building in a certain section of New Amsterdam. The message of the scene is made clear by the Director General's companion, who indicates with his hand upon a map that he is carrying how

much has been built under Stuyvesant's administration. Into this little scene, which will take but a few short feet of film, however, there is introduced the end of a house, showing the proper windows, shutters, stepped gable-end, iron retaining "anker," etc. There is a garden of the right shape and proportion, with the right flowers, all significant of one of the most important contributions of the Dutch people to America and the world. A little girl is discovered sitting on the garden wall clacking her wooden shoes against the bricks, and busily spinning from a distaff, indicating not only that *klompen* were worn in New Netherland, as well as old, but that the state of the textile arts was such that a little girl would use a distaff at that time, while her earnestness conveys the suggestion of Dutch thrift. In the middle distance is a half-constructed building, upon which a carpenter is working with the tools of the sixteen-sixties. From around the corner of the house come two negroes carrying a piece of timber, which the carpenter helps them to raise into position, recalling not only that the Dutch were an important factor in bringing slavery to America, but that it was the custom for Dutch artisans, even if masters, to work side by side with the slaves. In the distance there is a house of another characteristic type of architecture.

In the interior of Stuyvesant's house it is necessary to know what kind of food could properly be put upon the table; whether the sanded floor should or should not be marked off into patterns; whether

silver could be shown, or, if not, what kinds of pewter. May there be blue Delft tiles along the margin of the fireplace, or is this a year or so too early for such ceramic evidence of Dutch contact with Japan? Would a coffee pot be an anachronism? Might there be a tablecloth, or an upholstered chair, or a framed picture on the wall? In the scene on the fort, what was the stage in the evolution of gunnery in this out-of-the-way trading post in the middle of the seventeenth century? Should the man in putting up the flag use a rope and pulley, or should he climb the pole by means of the crosspieces which appear so clearly in contemporary pictures? How should the sails of a windmill look when half furled? It may be said in passing that one is more certain of the exact shape of the church steeple of the town when he has looked at one old print than when he has looked at a dozen. In Charles the Second's garden, where the courtiers discuss the conquest of New Netherland, should the ladies wear jewelry, and, if so, anything beside the fashionable pearls? May trains be shown in 1664? the taking of snuff? the drinking of tea? The small details of costume and action suggest a whole thicket of problems through which the careful scholar must make his way. In the scenes of humble life in New Amsterdam is it permissible to show the game of golf (really named after the Dutch word *Kolf* bestowed upon the stick)? May there be a dogcart with its barrel of water? If so, what kind of a dog? There is no need of spinning out the thread of question that must con-

#### "JAMESTOWN"



The village of Powhatan, a chieftain of the great Algonquin race, whose warriors constantly caused anxiety to the settlers of the nearby settlement, Jamestown.

stantly be followed if one is to retrieve with accuracy and effect the historic scene.

But the critic, with his dismal smile of sapience, will ask the editors if they think that all these scrupulositys will make a difference in the quick impression of the picture. In the rapid running on the screen, does it matter whether or not a warming pan is shown beside the fireplace? They may reply that different members of the audience, as those who look at moving pictures still are called, will notice different things, according to their personal experience, and that completeness could scarcely figure as a defect, unless one made the same complaint of life itself. But the real answer is that much depends upon how this new visual aid is used. The editors furnish the teacher with a set of photographs and a pamphlet pointing out details and commenting upon the teaching opportunity of the particular film. With the development

Perhaps it is possible to overvalue the film as a vehicle of fact; tests have left some doubt as to the amount of the deposit left upon the pupils' memory, and those pictures made up of animated maps and charts, which symbolize life rather than portray it, have met with only moderate success. Mr. Edwin H. Reeder, in his experiments in Detroit, found the films prepared in this fashion exclusively for classroom use were less valuable than those of educational import which, nevertheless, had won a general popularity. He did not have the opportunity of testing authentic pictures in the field of history, but the effect would doubtless be the same. The word of the teacher or the textbook means but little unless in some way it can be interpreted in the child's experience. The pupil in an inland town may be told that "Columbus commanded three caravels, small vessels with broad bows, high narrow poops, and lateen

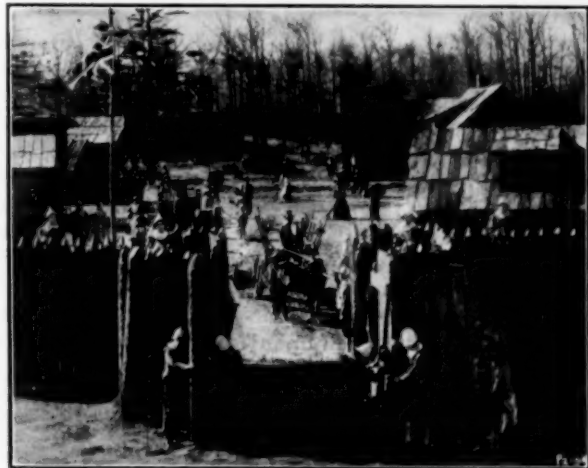
"JAMESTOWN"



One of the colonists, convicted of having killed a chicken without Dale's permission, is ordered by the Jamestown court-martial to be hanged.

of the stop device on the projector the teacher may halt the reel at any moment and explain the still picture on the screen. The exercise is obviously valuable as a means of training observation and arousing inquiry in the pupils' minds. If, while looking at the picture or immediately afterward, they make a list of matters which have aroused their curiosity, heading it, perhaps, "I wonder why," there will be furnished good material for subsequent discussion and investigation. Suppose it is the "Jamestown" film that is shown, or "Daniel Boone," or "The Frontier Woman," and they are interested in the scenes of Indian life which occur in wide variety. They may "wonder why" it is the squaw that plies the digging stick, or why one group lives in rounded wigwams and another in conical tepees. By relation to the human problems, antiquarian details take on historical significance.

"JAMESTOWN"



An ox-drawn tumbrel passes through the gates of the Jamestown stockade, on its way to the nearby fields.

sails," but even an explanation fails to make it clear. He does not realize how crowded such a boat would be or how uncomfortable, as well as dangerous, such a voyage. But let him see the Santa Maria, inside and out, and if it has been fairly reproduced he has a bit of knowledge to which other facts may be related. Afterward it is an easy task to describe the Half Moon or the Mayflower. But the picture gives much more than this. In his mind's eye the child has trudged through fifteenth-century Portugal and Spain with that resolute navigator and finally sees the factors of enterprise—commercial, missionary, and political—which combine to support the expedition. After this it is easier to talk of motives of European exploration and settlement in the new world. The child has lost himself in the interest of the episode, and, to use the excellent phrase of Mr. Reeder, has gained a vicarious experience to broaden his interpretative reach.



The reality of the experience makes it an excellent beginning for the "projects" which now play so large a part in educational theory. In the Yale picture called "Vincennes," which sets forth the memorable exploit of George Rogers Clark, the young commander is pictured in an interview with Governor Patrick Henry at Williamsburg. The room is an interesting one, but the very doors suggest new questions. After the seventh or eighth-grade class has seen this picture, suppose they imagine that the governor had led the soldier through the door into the kitchen to examine guns of a type that might be furnished to the expedition. What would the kitchen look like with all its appurtenances? How will it differ from that in Clark's own cabin in Harrodsburg? Here is a project in library research, which may be carried over into the drawing class, or even that of manual training, to work out the design of the fireplace crane, the lantern, or the flax-hackle. Would the child change his life for that in an eighteenth-century mansion?—an excellent subject for the class in composition.

Obviously, these films should not be used oftener than once a week, but if carefully articulated with the textbook and recitation by a skilful teacher, they should increase the amount of learning for the year. They are devised to take the same time as a recitation period, but they may now and then be shown in the auditorium hour or otherwise to avoid too great an inroad upon the history time. If a project is to be made of the picture it might occasionally have some classroom time from other subjects. Even an extra hour after school for older pupils will not be considered an invasion upon their liberty or health, for looking at the picture is pleasant enough to allow a slight extension of the working day, perhaps, without proving wearisome.

It is this very pleasantness of the experience that

#### "VINCENNES"



George Rogers Clark and Patrick Henry, Governor of Virginia, confer at Williamsburg over plans for an expedition against the British in the Northwest.

#### "VINCENNES"



Henry Hamilton, British Military Governor of the Northwest, and some of his officers hold a parley with their Indian aides, the Chippewas, near Detroit, in the year 1777.

some old-fashioned teachers may make the basis of objection. It is not because they find an essential wickedness in pleasure, like Macaulay's Puritans, but because they feel that mental muscle can be developed only by hard effort, and they fear that if the effort is cut down the resulting strength will be cut down as well. Two assumptions make up the foundation of this little edifice of reasoning. One is that difficulty has a disciplinary value, and on that side they are doubtless right. The other is a kind of lump of knowledge theory, as if there were about so much to learn in school, and if any of it came too easily there would be just so much subtracted from the discipline. Now the Yale Press pictures, by making learning easier, do not thereby make time for loafing, but, rather, more time for learning; by adding subject-matter to the course the teacher will restore the same amount of difficulty, but with the difference that the pupil leaves school knowing more.

The Yale Press, in producing this series, has added a new tool to the equipment of the history teacher without detracting from the value of any other tool already in use. But even if it were not felt essential in the history class it might still be welcomed by the wise school superintendent for regular use in the assembly hours. Investigation shows that out of every five school children four are more or less habitual attendants at "the movies." Given this taste, is it not desirable to provide an alternative to the sensationalism and eroticism of the ordinary commercial film, an alternative which is not only wholesome and valuable in content, but sufficiently instinct with charm to hold attention? While this historical series is perhaps best adapted for systematic classroom use within the compass of the junior high school, nevertheless experiment has made fairly clear that such pictures may profitably be shown to chil-



## "THE FRONTIER WOMAN"



After completing their evening task of drawing water from a nearby spring, Margaret Johnston and her companions return to the Watauga stockade, which is garrisoned for the most part by old men and boys, just in time to join the prayer service, conducted by the Rev. Mr. Doak, for the absent fighting men.

dren as young as those of the fifth grade, while young men and women of the high school graduating class would find in them an excellent means of reviewing the history of their country.

It has required a large sum of money, as well as study and fine faith, to produce historical motion

## "DANIEL BOONE"



DeQuindre, the French officer who is directing the Shawnee preparations to join the British campaign against the American frontier posts, questions the advisability of allowing Boone, who has been captured and adopted by the Shawnees, to overhear the plans for the attack on Boonesborough.

pictures with a scholarly conscience. Faith and money will be needed, too, to introduce them into school systems, but so it has been with various other apparatus long since become quite indispensable. And surely there is no enterprise more worth the cost than that of making better citizens of present-day Americans by showing how this America came to be.

## An Introductory Course In American History

BY HERBERT EUGENE BOLTON, PROFESSOR OF AMERICAN HISTORY AND DIRECTOR OF THE BANCROFT LIBRARY, UNIVERSITY OF CALIFORNIA.

So many inquiries have been made regarding the introductory course in American History given at the University of California that it has not been possible to answer all individual inquirers. As a partial means of giving the information desired it has seemed permissible to make the present statement.

The course is designed for Freshmen and Sophomores. It consists of a general survey of the history of the entire Western Hemisphere, from the discovery to the present time. It deals especially with those large phases of development which have been common to or analogous in all portions of America, and with the interrelations of different portions and peoples of the Hemisphere. It does not consist of twenty separate histories of twenty different nations. At each step American developments are related to contemporary European changes. Emphasis is placed in the first semester on the European inheritance, the planting of colonial societies in the New World, the influence of native civilizations and of geographical environments; colonial policies, commerce, in-

dustrial, and culture; colonial expansion and international rivalry; and in the second semester on the political separation of America from Europe, the development of the independent American nations, their relations with one another and with the rest of the world.

Two lectures are given each week to the entire class in a body. As a guide to the lectures and the reading a Syllabus is provided. Sections are organized to give supplementary instruction in historical geography, map work, the use of the library, and methods of historical study. Each section ordinarily contains twenty-five students. Each Teaching Fellow normally has charge of one hundred and fifty students, whom he handles in six sections, each of which meets once a week. All of his students occupy individually assigned seats in a designated portion of the lecture hall. Each Teaching Fellow is responsible for the attendance and conduct of all his own students in the lecture hall, as well as in the class section.

## READING.

Provision is made for three types of reading: (1) For each lecture brief textbook assignments are made. (2) For topical reading one interesting small book (or an equivalent portion of a larger book) is assigned each month. This part of the plan has been highly satisfactory in actual practice. The Reserve Library provides enough copies so that the same book may be assigned to all students of one or more sections. For the monthly topical reading the aim is to provide one copy of a required book for every ten students, hence of some books the Reserve Library possesses from ten to fifty copies each. For this class of reading the *Chronicles of America* and the *Chronicles of Canada* have been found especially useful. (3) Lists of books are provided in the Syllabus to guide students in more extended reading. With few exceptions, only books in English are listed.

## GENERAL OUTLINE OF THE COURSE.

## I. COLONIAL AMERICA.

INTRODUCTORY: THE SIGNIFICANCE OF AMERICAN HISTORY—THE DISCOVERY.

THE SPANISH AND PORTUGUESE COLONIES.

THE FRENCH, DUTCH, SWEDISH, AND DANISH COLONIES.

THE ENGLISH COLONIES.

EXPANSION AND INTERNATIONAL RIVALRY.

COLONIAL AMERICA ON THE EVE OF SEPARATION FROM EUROPE.

## II. THE DEVELOPMENT OF THE AMERICAN NATIONS.

THE REVOLT OF THE ENGLISH COLONIES AND THE FOUNDING OF THE UNITED STATES.

THE FOUNDING OF BRITISH CANADA AND THE OPENING OF THE FAR NORTHWEST.

THE REVOLT OF HISPANIC AMERICA AND THE FOUNDING OF THE HISPANIC-AMERICAN NATIONS.

THE UNITED STATES, 1820-1923—DEMOCRACY, CONSOLIDATION AND EXPANSION.

AMERICAN NEIGHBORS, NORTH AND SOUTH.

AMERICA IN THE WORLD TODAY.

## LIST OF LECTURES

The course consists of sixty or more lectures, depending upon the number of holidays falling on Tuesdays and Thursdays in any given year. As a rule, but not in every case, each topic here listed is the subject of a separate lecture. Teachers who have adopted the course elsewhere have modified the list to suit their special needs and interests.

## I. COLONIAL AMERICA.

*Introduction.*

The Significance of American History.

The European Background.

The Discovery of America and the race for the Orient.

*The Spanish and Portuguese Colonies.*

Beginnings of the Spanish Colonial Empire (the West Indies).

The Conquest of Central America (The Maya Country).

Cortés and the Conquest of Mexico (The Nahuatl Country).

The Mines of Mexico and Northern Borderlands in the Sixteenth Century.

The Conquest of Peru (The Inca Country).

Venezuela and New Granada (Meta, Eldorado, Omagua).

The Conquest of Chile (The Araucanians).

The La Plata Colonies (Beginnings of Paraguay, Argentine, and Uruguay).

The Founding of Brazil.

Spanish and Portuguese Colonial Administration.

Commerce and Industry in the Spanish and Portuguese Colonies.

Social, Intellectual, and Religious Life in the Spanish and Portuguese Colonies.

*The French, Dutch, Swedish, and Danish Colonies.*

Commercial Expansion and Colonial Systems (17th and 18th Centuries).

The Founding of New France (Acadia, the St. Lawrence Valley, Brazil, Guiana, and the Caribbean).

The French in the Heart of the Continent, 1670-1763 (The Alabama, Mississippi, and Saskatchewan Basins).

The Old Régime in French America.

The Dutch, Swedish, and Danish Colonies in America.

*The English Colonies.*

The Beginnings of English Expansion.

General Features of English Colonization.

The Caribbean Colonies (Political, Social, and Economic Features).

The Southern Mainland Colonies.

The New England Colonies.

The Middle Colonies and the Northern Outposts.

Expansion of the English Mainland Colonies (Non-English Immigration, the Westward Movement, and the Growth of Democracy).

Imperial Control in the English Colonies.

The Development of Self-Government in the English Colonies.

Colonial Society.

*Expansion and International Rivalry.*

Colonies and World Conflict.

Expansion and International Rivalry in South America (to 1776).

Expansion and Rivalry in Eastern North America (to 1776).

Expansion and Rivalry in Western North America, 1609-1776.

Colonial America on the Eve of Separation from Europe.

## II. THE DEVELOPMENT OF THE AMERICAN NATIONS.

*The Revolt of the English Colonies and the Founding of the United States, 1776-1820.*

The Overthrow of Autocracy and the Struggle for Nationality in Europe.

Why the English Colonies Revolted.

The Revolutionary War.

The Confederation, the National Domain, and the Constitution.

The New Government on Trial.  
The Shadow of Europe in the West and the Louisiana Purchase.

The Struggle for the Rights of Neutrals.  
The Settlement of Trans-Appalachia and the Opening of the Louisiana Purchase.

*The Founding of British North America and the Contest for the Far Northwest.*

The Loyalists in Canada.

The Family Compact and the Struggle for Responsible Government in Canada.

The Contest for the Far Northwest—the Fur Trade and International Rivalry.

*The Revolt of the Hispanic-American Colonies and The Founding of the Hispanic-American Nations.*

Causes and General Features of the Hispanic-American Revolution.

The Liberation of South America.

The Liberation of Spanish North America.

Neutrality, Recognition, Boundary Settlements, and the Monroe Doctrine.

The Founding of the Hispanic-American Nations.

Disorder and the Rise of Presidential Despots in South America (to the middle of the nineteenth century).

The Struggle for Nationality in Mexico (from Iturbide to Maximilian).

*The United States, 1820-1923—Democracy, Consolidation and Expansion.*

Democracy, Nationalism, and Economic Imperialism in Europe.

Filling in the Middle West and the Rise of Jacksonian Democracy, 1820-1841.

Manifest Destiny—Expansion to the Pacific.

Sectional Strife, 1820-1860.

Division and Reunion, 1860-1877.

The Peopling of the Far West and the Welding of the Nation, 1860-1890.

The Entry of the United States Into the Pacific.

Big Business and National Control.

The Intellectual Life and Social Reform.

The United States and Europe.

*American Neighbors, North and South.*

The Federation of British North America.

The Expansion of Canada and Its Relations with the United States.

The Rise of the A B C Powers in South America.

The Lesser States of South America—the White Man's Burden.

Díaz and the Recent Revolution in Mexico.

The Interrelations of the Hispanic-American Nations.

The United States and Hispanic-America.

America in the World Today.

#### REQUIRED TOPICAL READINGS.

(First Semester).

(These lists may be extended or modified from time to time with the growth of the Reserve Library.)

FIRST MONTH (one of the following assigned to each section):

Richman, I. B., *The Spanish Conquerors.*

Dark, Richard, *The Quest of the Indies.*

MacNutt, F. A., *Cortés and the Conquest of Mexico.*

Stephens, Kate (Bernal Díaz), *The Mastering of Mexico.*

Ober, F. A., *Pizarro and the Conquest of Peru.*

Bolton, H. E., *The Spanish Borderlands.*

Lummis, C. F., *The Spanish Pioneers.*

Bourne, E. G., *Spain in America*, 1-201.

Moses, B., *Spanish Dependencies in South America*, I, 1-203 or 204-394.

SECOND MONTH (one of the following assigned to each section):

One of the books listed under "first month," or one of these:

Wood, William, *The Elizabethan Sea Dogs.*

Verrill, A. H., *The Real Story of the Pirate.*

Corbett, J., *Sir Francis Drake.*

Van Loon, H. W., *The Golden Book of Dutch Navigators.*

Dawson, Thomas, *The South American Republics* (200 selected pages).

Bourne, E. G., *Spain in America*, 202-319.

Moses, B., *The Spanish Dependencies in South America*, II, 1-205 or 206-416.

Moses, B., *Spain's Declining Power in South America*, 1-226 or 227-426.

THIRD MONTH (one of the following assigned to each section):

Munro, W. B., *The Crusaders of New France.*

Thwaites, R. G., *France in America*, 1-200.

Leacock, Stephen, *The Mariner of St. Malo.*

Colby, Ch. W., *The Founder of New France.*

Munro, W. B., *The Seigneurs of Old Canada.*

Chapais, Thomas, *The Great Intendant.*

Colby, Ch. W., *The Fighting Governor.*

Parkman, F., *La Salle and the Discovery of the Great West.*

Dunn, W. E., *Spanish and French Rivalry in the Gulf Region.*

FOURTH MONTH (one of the following assigned to each section):

Andrews, C. M., *The Colonial Period.*

Johnson, M., *Pioneers of the Old South.*

Andrews, C. M., *The Fathers of New England.*

Andrews, C. M., *Colonial Folkways.*

Goodwin, M. W., *Dutch and Quakers on the Hudson.*

Fisher, S. G., *The Quaker Colonies.*

Laut, Agnes, *Adventurers of England on Hudson's Bay.*

Parkman, F., *A Half Century of Conflict.*

Wood, William, *The Great Fortress.*

Doughty, A. G., *The Acadian Exiles.*

Wrong, Geo. M., *The Conquest of New France.*

Trèves, Sir F., *The Cradle of the Deep*, 1-200.

#### REQUIRED TOPICAL READINGS.

(Second Semester).

FIFTH MONTH (one of the following assigned to each section):

Becker, Carl, *The Eve of the Revolution.*



Lecky, W. E. H., *The American Revolution* (edited by Woodburn).

Wrong, George M., *Washington and His Comrades in Arms*.

Perkins, J. B., *France in the American Revolution*.

Fiske, John, *The Critical Period*.

Farrand, Max, *The Fathers of the Constitution*.

Johnson, Allen, *Jefferson and His Colleagues*.

Corwin, Edward, *John Marshall and the Constitution*.

Paine, Ralph D., *The Fight for a Free Sea*.

Skinner, Constance L., *Pioneers of the Old Southwest*.

Henderson, Archibald, *The Conquest of the Old Southwest*.

Ogg, Frederic A., *The Old Northwest*.

SIXTH MONTH (one of the following assigned to each section):

Wallace, W. S., *The United Empire Loyalists*.

Wood, William, *The War With the United States*.

Smith, T. C., *The Wars Between England and America*.

Wallace, W. S., *The Family Compact*.

De Celles, *The Patriotes of '37*.

MacMechan, A., *The Winning of Popular Government*.

Laut, Agnes, *The Vikings of the Pacific*.

Skinner, Constance L., *Adventurers of Oregon*.

SEVENTH MONTH (one of the following assigned to each section):

Paxson, Frederic L., *The Independence of the South American Republics*.

Mitre, Bartolomé, *The Emancipation of South America* (devoted largely to San Martín).

Sherwell, Guillermo A., *Simón Bolívar* (El Libertador).

Robertson, W. S., *The Rise of the Spanish American Republics* (Chapters 1, 3, 4, 6, 7).

Dawson, T. C., *The South American Republics* (the portions dealing with the movement for independence).

Shepherd, William R., *The Hispanic Nations of the New World*.

García, Calderón, *Latin America*.

Latané, J. H., *The United States and Latin America*.

Latané, J. H., *From Isolation to Leadership*.

Mitre (B), and Petre (F), *Simón Bolívar*.

Oliviera Lima, M. de, *The Evolution of Brazil Compared with that of Spanish and Anglo-Saxon America*.

EIGHTH MONTH (one of the following assigned to each section):

Ogg, F. A., *The Reign of Andrew Jackson*.

Neihardt, John G., *The Splendid Wayfaring*.

Faris, J. T., *On the Trail of the Pioneers*.

Stephenson, Nathaniel W., *Texas and the Mexican War*.

White, Steward Edward, *The Forty-niners*.

Paxson, Frederic L., *The Last American Frontier*.

Hough, Emerson E., *The Passing of the Frontier*.

Dodd, William E., *The Cotton Kingdom*.

Thompson, Holland, *The New South*.

Stephenson, N. W., *The Day of the Confederacy*.

Fleming, Walter L., *The Sequel of Appomattox*.

Moody, John, *The Railroad Builders*.

Hendrick, Burton J., *The Age of Big Business*.

Fish, Carl R., *The Path of Empire*.

Seymour, Chas., *Woodrow Wilson and the World War*.

Laut, Agnes, *The Cariboo Trail*.

Skelton, Oscar D., *The Canadian Dominion*.

#### TEXTBOOKS.

The following are the principal textbooks from which required daily assignments are made. Of most of these the Reserve Library provides numerous copies, but students are encouraged to purchase one or more of those most used each semester:

#### First Semester.

Robertson, W. S., *History of the Latin-American Nations*.

Sweet, W. W., *History of Latin America*.

Bolton and Marshall, *Colonization of North America*.

James and Martin, *The Republics of Latin America*.

Greene, E. B., *Foundations of American Nationality*.

Andrews, C. M., *The Colonial Period*.

Woodward, W. H., *Expansion of the British Empire*.

#### Second Semester.

Farrand, Max, *The Development of the United States*.

MacDonald, W., *Three Centuries of American Democracy*.

Muzzey, *The United States of America*, I.

Bassett, J. S., *A Short History of the United States*.

Fish, C. R., *The Development of American Nationality*.

Beard, C. A., and M. K., *History of the United States*.

Bradley, A. G., *Canada*.

Skelton, O. D., *The Canadian Dominion*.

Shepherd, W. R., *Hispanic Nations of the New World*.

Robertson, W. S., *History of the Latin-American Nations*.

James and Martin, *The Republics of Latin America*.

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Sir W. M. Flinders Petrie, in writing on "New Lights on the Past in Egypt," in the October *Yale Quarterly*, says: "This year the world has been stirred into a ferment of expectation about an obscure king, who probably did nothing worth notice in his short and inglorious reign. . . . His present celebrity rests upon his being the last king of a great family, and so, having all the heirlooms of glory buried with him. . . . The great virtue of the discovery of Tut-ankh-amen's tomb at Thebes was that it impressed the public with the sense of the magnificence of Egypt. The historian might know of the vases and furniture painted on the tomb walls and of the tribute of gold, but until the gorgeous display could be actually seen the layman could not realize it."

## The Educational and Social Values of International School Correspondence

BY ARTHUR WILLIAM DUNN, NATIONAL DIRECTOR, AMERICAN JUNIOR RED CROSS.

"'I will help my country.' He is a little fellow speaking, eleven years old, the baby of the Albanian Vocational School. This is the answer one receives from each of the one hundred students of the school when asked what they shall do after graduation. These boys have as yet little idea of the way in which they will be of help, but the spirit is there, the will to do, and, above all, the great undying love of country—the characteristic so marked in all the one million inhabitants of tiny Albania."<sup>1</sup>

To this school there came some boxes of books, the gift of American school children. Devoured with an avidity seldom equalled by American child readers, these books brought light and joy to the earnest seekers after knowledge in Tirana. Among them, however, was a geography textbook by an American author, and the head of the school writes:

"Since the receipt of these books we have been kept busy trying to explain the sections wherein certain statements are made about Albania. We have been only partially successful and every once in a while still are recipients of vigorous complaints. We were not entirely prepared to assume the rôle of shock-absorber, so it was suggested that they write directly to the person responsible."

The result was a series of letters from a number of the boys, written in excellent English (English is taught in this school, because the Albanian language has no vocabulary to cover modern scientific and industrial subjects) and addressed to the author of the offending textbook. We shall now let one of the writers speak for himself—and for his country:

"TIRANA, ALBANIA,

"APRIL 30, 1923.

"DEAR SIR:

"It is the first time for us Albanian children to have the opportunity to read and write your language. We were extremely glad to receive your geography books. They were of much interest to us both for the subject-matter and the way of treatment. I read a little about all the countries of the world and more about your country. At last I found the page which told about my country.

"In the first volume I read that Albania is a rocky, mountainous country. This seems to be true, yet in fact one-third of the total area of Albania can be plowed. The soil of this country is very fertile. Many Europeans that have visited our country say that it is the best part of Europe for cultivation. Many metals are found in the mountains. Coal, asphalt, petroleum, salt, and some iron are found here.

"The second volume said that the Albanians are the most ignorant people in the Balkans, they are governed by chiefs of tribes, their houses are surrounded by heavy walls and with watchdogs inside

to guard against intruders. We are not at all angered, for we know that your information was not got at first hand. There are many reasons which have made Albania to be perhaps the most backward country in the Balkans.

"Albania was conquered by the Turks in 1478 and remained under their rule to 1912. During the Turkish administration no Albanian schools were allowed to be opened. The only schools were in the Turkish language to teach religion. If any were caught with Albanian writings they were put to death. Therefore, many patriots and good writers have not had the opportunity to write books and spread knowledge in Albania. All the Albanian books that can be found are those written since 1912. This is the important reason for Albania being lower than the other states in knowledge. But this is not a sufficient reason to say that the people are the most ignorant of all. Taking into consideration not having schools, not being free, yet under such a terrible yoke the fire of patriotism kept on burning, the language lives, and now the people are free, shows that if not schooled we are a fairly educated people. Since we got our independence there are in all 800 high, secondary, and elementary schools running. Almost 30,000 boys and girls are going to school at present, and their number is increasing day by day.

"During the Turkish administration no roads, railroads, or bridges were built, no rivers and forests had care, no farms and beautiful hills were cultivated. Then, like billows of a stormy sea, revolution after revolution in Albania rose for independence. The farmers set free their oxen, the shepherds left their sheep and goats, the woodcutters left the forests, the women stopped weaving and cooking, the millers left the mills, and the masons stopped building. All took guns and fought, even with embers, axes, knives, and sticks, to rid the country of the enemy who forbade progress.

"These revolutions and wars were going on in Albania for almost four centuries. We do not have a complete record of the people killed, but the Albanians, anxious for freedom, would not leave the battlefield. These facts have brought our country to a very poor condition. I feel that if any other people had been under such a yoke for such a long time, their country would be no more advanced than is the present Albania. The Albanians, without schools and civilizing influences, have been able to keep their language, customs, dress, and honor.

"During the Turkish régime Albania was divided into many little provinces, each governed by a chief called 'Bajraktar.' 'Bajraktar' is a Turkish word, meaning Flag-keeper. But now we have come to understand co-operation advances the people. At present we are governed by a central government,

which consists of four regents instead of a king; a prime minister, and six others—of home affairs, outside affairs, of education, of finance, of justice, and of war; our parliament consists of seventy-eight members chosen by the people every four years. Everybody is obedient to the government and the taxes required by the government are paid willingly. No one doubts that from now on we shall not have troubles and that everybody will begin to WORK in good earnest as we boys are now doing to repay in the only way we can our debt of gratitude to the American Red Cross Juniors.

"I am, sincerely yours,

"BEGIR BACI,

"The Albanian Vocational School,

"Group 2A."

This letter, with its quaintly serious protest, is presented here with no purpose of aspersing the textbook that inspired it. We all know that, at best, textbook information in such subjects as geography, especially when relating to such unfamiliar and rapidly changing regions as Albania, is bound to be fragmentary, quickly becomes obsolete, and rarely, indeed, calls forth a sympathetic response on the part of the pupil. The inadequacy of an education based exclusively upon even the best of textbooks is generally recognized. I merely want to suggest that teachers of geography turn to the pages that deal with Albania in the textbooks they are using (or with the Balkan states if Albania is not mentioned, as is likely to be the case), read what is there printed, and then consider what such correspondence as that exemplified by the letter quoted above would mean to themselves and to their classes.

The subject of textbook materials in their relations to the promotion of international understanding was one about which discussion centered at the World Education Conference in San Francisco last July, and two resolutions were there adopted, one advocating measures to secure more "scrupulous accuracy" and a greater "spirit of fairness and good will" in the preparation of textbooks for use in the schools of all countries, and the other advocating the supplementation of textbook materials by means of direct contacts and the exchange of correspondence and of articles interpretative of life and of customs between the schools of different countries. The second of these resolutions reads as follows:

"WHEREAS, It is recognized that in a complete educational process textbooks must be supplemented by fresh material from other sources and instruction must be supplemented by habit-forming activities in which the children participate; and

"WHEREAS, These ends are now being achieved in the schools of many countries through the organized exchange between classes of articles of various kinds, including correspondence, that interpret the life of different communities to each other; therefore be it

"Resolved, That this conference endorse the development of such international school correspondence and the appointment of an educational representative in each country to co-operate with all agencies

equipped to work with the schools in the promotion and execution of similar programs."

The Albanian letter reproduced above is one of thousands that passed through the channels of Junior Red Cross during the past school year. It is unusual only in that it was addressed to a textbook author rather than to a class of children. Last year more than 2500 schools took part in this exchange of correspondence, portfolios, and educative materials in wide variety. Since this is really *school* correspondence and not individual, the number of children participating on both sides of the water under the direction of their teachers doubtless ran into the hundreds of thousands. The potential values of this correspondence when still further developed are immense. Let us examine some of them:

First of all, there is the supplementation and vitalization of the usual textbook material in such subjects as geography and history. This is obvious from a reading of the letter reproduced above, but perhaps further illustration will be impressive. Look, for example, at the page of Albanian photographs accompanying this article. These are fairly representative of thousands of photographs exchanged between the real boys and girls of foreign lands and those of America, together with descriptive letters. And read one more letter from Albania, this time addressed to a school in Missouri:

"TIRANA, ALBANIA,

"MAY 13, 1923.

"DEAR FRIENDS:

"It was about two weeks since I received your lovely letter. We had the opportunity of knowing so much about your farming region. The letter was handed to our English teacher. Every class had a chance to read it, and to be surprised by your fine and very interesting description. . . . We were very interested in your ways of farming. As these are so, I wish my farm to be in the same condition. I have a big farm in different pieces. I have about twenty-five cows, five mules, two horses, hundred fifty goats, and about hundred sheep; but no hogs. The reason I have not so many sheep is that I sold them when I ran from the city Dibra and came to Tirana—on account of the Serbians. The other animals I did not sell, but kept them here until 1921, when the Serbians by order of big countries left Albania.

"The reason we keep so many goats is that we have so many forests of acorn trees where the goats feed to give much milk. We use their wool for sacks. Sheep are raised because they give wool, which we use to make our overcoats. Our Albanians in some places are dressed only in clothes of wool, as the picture will show you. . . . Because of our misfortune of not having good roads, horses, mules, and donkeys are used for transportation in most parts of Albania. In and near the coast regions a few automobiles and trucks are used. We also use horses, mules, and donkeys to carry firewood out of the forest. The poor families use cows not only for milk, but occasionally for ploughing. All the fields are ploughed by oxen and cows.





*Albanian "Ford" rescuing American Ford from the mud*



*Starting the foundation of the Albanian Vocational School*



*Ndoc Logoreci, eleven years old, youngest student of the school*



*The woodsmen of Divijaka who supplied timber for the vocational school*



*Kavaja was once an important town on the ancient Roman road to Byzantium*



*Leaving for vacation. These boys are real base ball fans*



*A Roman capital dug up in the vocational school courtyard: Albania was once part of the Roman empire*



*First load of timber for new vocational school arriving in Tirana over the only railroad in Albania*



"I have my own land. It is about many villages. So I cannot tell how many acres. We have about twelve farmers on the places. The division of the produce is half to half, but seed, ploughs, and oxen are furnished by us. We plant corn so: A man starts to plough, and a second man follows the ploughman, dropping seed in furrow, and every furrow covers the seed. We sow wheat by ploughing the whole field and then ploughing for the second time. Then a man slings a bag on the right shoulder under the left arm and broadcasts the seed over the field. This way of farming will seem ancient to you, but before long we will have modern tools and implements.

"We first go to the forest, cut a curved fork, as shown in the picture. We hew the handle round and square the shank. The end of the shank (a) we hew to fit the shear (a sketch is here drawn). Then we cut the beam and hew it square and the end (c) we put into (b) (sketch). The other end of the beam goes to the chains, which are fastened to the yoke. Through (c) we put a piece of iron to back it. Then we cut the yoke as shown, but without bows. The chains are fastened at (f). The neck of the oxen is put through the bows. In order that the neck may not be hurt we put an untanned sheepskin within the bows (complete drawing of man ploughing). I hope I have made you understand.

"You were born to English and perhaps can't feel how difficult it is for me to write. I want to tell you I have done my best.

"With love,

(Signed) "XHETAN NDREU."

In order to suggest the world-wide character of this international school correspondence and to illustrate the stimulus it gives to study, I offer another letter, which has come to the surface of the stream while this article was in preparation. It is one of several letters accompanying a "portfolio" from France to Hawaii in response to a similar "portfolio" that the Hawaiian school had sent to the school in Paris. Note the questions appended to the letter:

"PARIS, MAY 15, 1923.

"DEAR LITTLE FAR-AWAY FRIENDS:

"Your letters, maps, and samples were given to us and we were very interested in them. Your country is not like ours. Your crops and certain plants of yours are unknown to us. In France we have no active volcanoes. We should be very glad to continue exchanging letters, pictures, and samples with you.

"We shall describe our large city and you can admire some of its monuments on the pictures we enclose in this portfolio. We shall not tell you about the history of our country, because it is very complicated and takes several big books to tell it. We shall tell you about our school life, teacher, grade, school, program of lessons, games, etc. We send you, with this first letter, samples of drawing and manual training. Ask us questions on the things you are interested in and we shall answer you with pleasure.

We hope you will answer the questions we have written on the enclosed sheet.

"Your country is not unknown to us. In our school we have seen beautiful views of it on stereopticon slides. Your quiet and shaded streets in your capital seem to us very agreeable, and certainly it is delightful to live there, but we think your volcanoes are frightful, and we wonder what becomes of the poor people who fall down into the Kilauea crater. In France there are many ancient volcanoes, but they have been extinguished for a long time and they are far from Paris.

"Dear little comrades across the ocean, we send you our brotherly greetings.

"RENE MOUSSET,

"For his forty little classmates."

- "1. What is the temperature of the melted lava of Kilauea?
2. Do you have pictures showing the curious fishes in your country?
3. Why was Cook killed?
4. Do you have the French metric system, in which all measures go from ten to ten?
5. How many school hours do you have each day? At what hours do you arrive and leave?
6. What are your holidays in the week?
7. Do you have summer holidays?
8. What are the principal wild and domestic animals in your country?
9. What is the principal food of the natives? Give the menu of a meal.
10. Principal facts of your history.
11. Description of a native home, outside and inside.
12. Special customs and habits and feasts of the natives.
13. How many steamers touch at Honolulu a month? Do you see there French vessels?
14. Do you have French people in your city?
15. How is your costume? and native costumes?"

Values are derived from the preparation of materials to be sent no less than from those received. Some teachers have said that the correspondence amply pays for itself through the stimulation it gives to the study of the pupils' own surroundings and community life. They must know their own community life and environment before they can describe them to others. The "portfolio" is becoming an increasingly popular form of correspondence. It consists of letters, photographs, descriptive articles written by the children, clippings and illustrations from magazines, samples of school work and of industrial products, specimens of native flora, national songs, native folklore, biographical and historical sketches, postage stamps, and many other things in wide variety, bound together in covers of paper, cardboard, cloth, or other material. Such portfolios are the product of group work, in which every grade of the school often participates, and involve practical use of every subject in the curriculum, to the study of which they give interest, motive, and incentive.

The values of this international correspondence,

however, extend far beyond those which are purely informational. It fosters sympathetic understanding and appreciation. It tends to break down prejudice. It cultivates international friendship. Can anyone doubt the bond of sympathetic understanding established by the exchange of such letters as those reproduced earlier in this article? No textbook can give the intimate human touch that such letters give, especially when they contain, as they frequently do, such gems as the following:

From Albania: "Today Noloc Logoveci received five letters from your school and he gave me yours to answer. He is my schoolmate and good friend. He is a Catholic and I am a Mohammedan, but we never quarrel about religion. I think religion is in our heart and is shown by our work, the name doesn't matter; don't you think so, too?"

From Austria: "It is proven that youth is meant to reconcile the different nations. For that purpose a Junior Red Cross was organized. We heard that for the same reason a Junior Red Cross was organized in other countries, to create friends all over the world. No conference will be able to bring about international reconciliation as long as national hatred lives in the hearts of the people. Therefore, let's be brothers; away with the barriers, and give us your hand through the Junior Red Cross! How glad we shall be to have the same songs, though they be sung in a different tongue, and to enjoy the same games."

From the United States: "Isn't it fine that children three thousand miles away can talk to each other as if they were right next door? We all have the same experiences, don't we? And it does seem as if we were very near when we can exchange letters as we are doing now."

From Czechoslovakia: "Sometimes we go out for a walk and we sing with all our strength the Junior song. We like the idea that all Juniors all over the world are singing the same."

From Switzerland: "In spite of the distance that separates us, I find myself transported to your country through the photographs which you were good enough to send me. In thanking you, we ask you to enter into relations with us; to instruct and to comprehend is to love and to aid. Of this land which I inhabit, this Switzerland, praised by all writers, I cannot but be proud. One should love one's country."

From Italy: "If with our correspondence we learn to appreciate reciprocally our beautiful languages, we will strengthen still more the bond of affection and collaboration that unites the land of Dante with that of Washington. My far-away and unknown friend, I shake your hand."

From Porto Rico: "The purpose of this letter is to further friendship between Porto Rican and American students. The basis of friendship is mutual understanding, and it is with this purpose in mind that we desire the American students to meet us and learn something about our beautiful island and its interesting history."

The two resolutions adopted at the World Education Conference, to which reference has already been

made, were supplementary to another which preceded, and which advocated the development in the schools of all nations of something which, for lack of a better name, was designated as "World Civics." As chairman of the section (Group C) of the Conference, to which had been assigned for consideration educational problems relating to "Conduct Between Nations," the present writer presented this resolution to the plenary session, with the following prefatory remarks:

"Someone has said that the true end of public education is 'neither life, nor a living, but *living together*.' Group C advocates a type of education in all countries which shall stress this aim of 'living together' and shall apply it internationally as well as within national boundaries. The world as a whole has acquired all of the essential characteristics of a single great community. There are interests and purposes common to all humanity, even though all as yet are not clearly recognized; there is an interdependence among the nations and peoples of the world that is becoming more intimate with each decade. Because of this interdependence there is the same need for co-operation as in a smaller community for the achievement of common purposes, and there is even now organization, however imperfect, to secure this co-operation, as exemplified by such voluntary agencies as this World Conference on Education, or by the official arrangements of international law. The perfection of this world community depends upon the training of a citizenship in each of the component nations of the world community that shall possess a keen appreciation of the community character of international relations, together with habits of thought and action and an attitude of mind that will result in international good will and friendly co-operation."

"In any subject designed specifically for citizenship training, whether under the name of Civics or not, place should be found for instruction and training in international relations and obligations. Moreover, the opportunity presented by other subjects of study to develop international concepts and attitudes should be utilized, and practically every subject in the course of study presents such opportunity."

It will be seen that this statement presents "World Civics" not as an additional subject in the curriculum, but rather as an extension of "Community Civics," to cover international relations. I have always deplored the tendency to interpret "Community Civics" narrowly in its merely local applications. To me it has always appeared as a method of training children in the proper conception of their community relations and obligations, and these are national and world-wide as well as local. It is now widely accepted that training for citizenship cannot be effectively achieved through formal textbook instruction alone, and that such instruction to be effective must be supplemented by, if not based upon, activities by the children and interpreted in terms of the children's actual experiences. Efforts at "World Civics" will be seriously, if not hopelessly, handicapped un-

less means are available to provide both motive and opportunity for friendly and co-operative international contacts on the part of growing citizens. Such means are afforded in a measure at least by international school correspondence.

A word should be added as to the relation of the Junior Red Cross to this international school correspondence. The idea of using the Junior Red Cross as a channel for such correspondence was practically forced upon the organization. From its outposts in the devastated countries of Europe spontaneous messages of appreciation and friendship came to America in increasing numbers from groups of children who had been assisted by American Juniors during and after the Great War. These messages were often accompanied by photographs and articles descriptive of conditions, and sometimes by simple gifts, which usually represented the painstaking handiwork of the grateful children. The American Junior Red Cross would have been remiss, indeed, had it not made this material available to the schools for which it was intended. The potential educational values of such exchange quickly became apparent and the movement was organized with the assistance of such educators as Dr. James F. Hosis, now of Teachers College, New York, and Miss Laura Frazee, now assistant superintendent of schools in Baltimore. During the last school year, as already stated, more than 2500 schools engaged in correspondence between the United States and foreign countries, the number of individual children enjoying its benefits running into the hundreds of thousands. This is exclusive of the similar correspondence in operation between schools of other nations in which the United States has no part, but all of which flows through the channels of the Junior Red Cross Societies of these nations.

The American Junior Red Cross is a child of the schools, as well as of the Red Cross. It is under the deepest obligation to serve them to the fullest extent possible. It is a school children's organization

to which there is nothing else comparable in magnitude, embracing, as it does at the present time, more than 125,000 schoolrooms in the United States, with almost 5,000,000 child members. There are similar organizations in twenty-five or thirty other nations of the world, all bound together in the League of Red Cross Societies. This great organization not only thus presents, ready to hand, a mechanism completely adapted to the purposes of international correspondence between schools, but it also supplies a motive. The thought that I would convey was well expressed at the World Education Conference by Superintendent H. B. Wilson, of Berkeley:

"What the Junior Red Cross is doing for our schools through its world relationships in providing meaningful opportunities for contacts of the sort suggested above would cease unless another effective means, or agency, were developed to take its place. Some might propose an international correspondence bureau. . . . A moment's reflection, however, shows that mere letter writing between children would soon become empty and formal for want of any objective or any cause of concern. . . . A vital reason for establishing and maintaining relationships would be lacking. The human interest clustering about trying to render service to some one needing it would soon disappear without the good offices of the Junior Red Cross and the fundamental service objectives of that great organization. These needs have given heart, soul, and deep purpose to all pupil activities growing out of aiding the Junior Red Cross to do its work."

It may be that some time a more effective means of affording international experience and of fostering international friendships among children may be developed. But until that happens, the international school correspondence service of the Junior Red Cross is available to schools to the extent that they care to make use of it.

<sup>1</sup> Ambrose Kelly, "New Albania," in *Junior Red Cross News*, February, 1923, page 88.

## Book Reviews

EDITED BY PROFESSOR J. MONTGOMERY GAMBRILL, TEACHERS COLLEGE, COLUMBIA UNIVERSITY

*Problems of American Democracy.* By R. O. Hughes. Allyn and Bacon, New York, 1922; xx, 616 pp.; Appendices and Index, 30 pp.

*Textbook in Citizenship.* By R. O. Hughes. Allyn and Bacon, New York, 1923; xxvi, 748 pp.

*The Practice of Citizenship.* By Roscoe Lewis Ashley. The Macmillan Company, New York, 1922; xxi, 446 pp.

*Problems of American Democracy* is another text inspired by the recommendations of the N. E. A. Committee on Social Studies and is intended for use in the last year of the senior high school. Both in this text and in the *Textbook in Citizenship*, intended for the upper junior high school or the lower senior high school, will be found the main features of the author's

earlier books, such as thought-provoking questions inserted in the text itself, illustrations which have a pertinent relationship to the text illustrated, and special topics for further study and investigation. The extensive use of illustrations has been a notable feature of Mr. Hughes's texts, and both of these books show the same high standard, both as to quality and quantity. The *Textbook in Citizenship* contains 308 illustrations, well chosen and interesting, and a reader is tempted to revert to first principles and "to look at the pictures" before noting other features of the book. The style is readable and pleasant, even if a tendency to generalize is sometimes too evident.

The criticism is sometimes made that Mr. Hughes says little or nothing new as his textbooks succeed



one another, no matter for what grade they may be intended; that they approach the same problems with the same material offered for aid in their understanding and tentative solution. But ignorance and indifference have been charged against us as serious defects in our citizenship, and we are not yet in a position to say that repetitive consideration of our problems from new points of view and increasingly higher levels of appreciation is not the most effective means of achieving greater intelligence and greater ability and willingness to think a situation through in our civic life.

*Problems of American Democracy* consists of a small introductory section concerned with general considerations of physical features, people, government, and ideals of our country and nation, and reaching the thesis that to achieve our ideals in this land, with this people, and under our form of government we have these undertakings ahead of us: Making America intelligent; elevating the standards of American life; making America prosperous; making our democratic government efficient; and establishing right relations with other countries. The text concludes with a short section, *The America to Be*, concerned with possible and probable results of attacking these problems in the right way. Throughout there is a subtle appeal to the emotional side of adolescents too often neglected by textbook-makers.

The *Textbook in Citizenship* is frankly a rear-

range of material used in Mr. Hughes's earlier *Community Civics* and *Economic Civics* around the problems of our lives, classified under three groups of interests, *Living Together*, *Earning a Living*, and *Executing the People's Will*. Mr. Hughes's purpose is to help pupils of the later junior high school or early senior high school "to experience at a relatively early age in their school life a living acquaintance with the problems they have to meet now and later." This book is more patently a textbook than is *Problems of American Democracy*, and the achievement of the author's purpose is hindered by too much generalization in discussion without provision for sufficient concrete data on which to build generalizations. Judicious use on the part of the teacher of the material brought out by the questions and the special topics will, however, go far to correct this deficiency.

*The Practice of Citizenship* intrigues the teacher who realizes that education in citizenship means development of ability to perform efficiently the multifarious duties which grow out of our complex social relationships; that ability to perform needs more than information and understanding as to what to do or how to do it; that ability to perform depends also on practice in performing. This is the point of view of Mr. Ashley as set forth in his preface, and he wisely realizes the limitations set by actual social conditions on the preparation of a thorough-going manual for students in the practice of citizen-

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ship. For the text is really a manual almost better for the use of the teacher than for pupils (although intended for the later junior high school or early senior high school), particularly as concerns the sections where the communities discussed offer best opportunities for practice.

The author conceives of citizenship as membership in these general fields: the home, the school, business, governmental organizations, the world community. There is a section given to citizenship in each of these groups, the whole preceded by an Introduction and a section on Foundations of Citizenship, in which Mr. Ashley vitiates somewhat his broad conception of citizenship by reverting to a narrower, more legalistic conception of American citizenship.

The book is most helpful in the two sections devoted to Citizenship in the Home and Citizenship in School (best of all in the latter), and for obvious reasons. In the other sections there is little that is widely different from that contained in others of our better texts, although the point of view of practice colors the presentation of the material to its advantage. Teachers who are concerned with using the community relationships of the school for civic training will find the book of very great assistance. There are helpful Suggestions to Teachers (6 pp.); the pictures are interesting and well selected, and the references are particularly good, telling not only where to go, but what to look for. The book is worthy of most careful attention, because of the emphasis on practice as essential in training for this vocation of citizenship as for any other. Perhaps no one will recognize more quickly than Mr. Ashley that he has not reached his ideal, but he has turned us in the right direction.

MARY McARDLE.

Irwin Ave. Junior H. S., Pittsburgh.

*Ox-Team Days on the Oregon Trail.* By Ezra Meeker. Revised and edited by Howard R. Driggs. In Pioneer Life Series. Cloth, x, 225 pp. World Book Co., Yonkers-on-Hudson, N. Y. \$1.20.

*Told in Story.* By H. J. Eckenrode. Johnson Publishing Co., Richmond, 1922. 382 pp. \$0.90.

Modern history programs are being built upon the study of group life, rather than upon biographies of great men or a series of striking events. This necessitates the search for historical material rich in concrete facts concerning the daily existence of social groups and such material is scarce. *Ox-Team Days*, by Meeker and Driggs, is a book giving such material. In 1922 the reviewer happened to attend a lecture at a Chautauqua, in Pocatello, Idaho. Before the formal program began a slender, slightly stooped, white-haired man walked down the center aisle. The audience stirred, whispered excitedly, and exclaimed, "Why, there is Ezra Meeker." At that time he was ninety-two years old, and yet he spoke with some vigor, though with a slightly quavering voice. The audience seemed to be listening to a voice from a past age, revered and loved for the efforts which had

gained for them the advantages of the Far West.

The first part of the book is given almost as a diary of daily experiences of pioneer days during the opening of the Far West. Because of its form we do not get at any one time complete descriptions of the individuals who have these experiences, but their personality grows upon one even as a friend's characteristics become more clear through personal contacts. The style lacks the dramatic force of Francis Parkman in his *Oregon Trail*, but gives a satisfying answer to many questions about details that only actual experience can give. In these days of cross-country automobile driving people of America again are realizing the dangers and exigencies of long journeys, even if the trip is to be only a summer outing. Ezra Meeker, at the age of seventy-seven, undertook a return trip to his eastern home, crossing by the old trails a half century after that first pioneer trip. But he chose not an automobile, but the old ox-team. By this daring project he brought the people of the present into a vivid consciousness of the old methods of travel. In the latter part of the book he describes his reception by the different localities, and sometimes through his own observations of changing methods makes the reader still more conscious of the changing times. From town to town he told the vivid tale of what it meant to take a family into an unmapped region, to build a home by skill and muscle alone, with no lumber nor brick yard, and no steel shovel nor derrick to assist.

Professor Charles A. McMurtry, in an article called "The Reign of the Commonplace in Education," published in the *Peabody Journal of Education*, most refreshingly shows how history textbooks too often are "like reading epitaphs in the historic graveyard." H. J. Eckenrode, in *Told in Story*, has used selections from historical novels in an attempt to rescue history teaching from this dilemma. The book is carefully edited and the selections well chosen. Many of the writers have recognized literary merit and the portrayal of historical characters on the whole seems accurate. The poorest portrayal is in that of George Washington, in the selection called the Boyhood of Washington, taken from Mrs. Hugh Fraser's book, *In the Shadow of the Lord*. Washington the boy reminds one of the Weems' Washington with the legendary cherry-tree morality. It lacks the virile personality that the true Washington must have had. But Clark at Vincennes and Hamilton and Burr are the men as portrayed in history. Unusually clear is the picture of Jackson at New Orleans taken from Alfred Henry Lewis, *When Men Grew Tall*. The reviewer read the selection with a little feeling of annoyance at the picture of Jackson's crudities, such as one has at the portrait of Washington so vividly drawn by Thackeray. Is there a bit of unfairness in the overemphasis of the crudities of a great man, or is this feeling a result of the uncritical school instruction about the lives of great men? At least the character sketch arouses interest in the real Jackson. The horror of witchcraft and the starvation time in Jamestown should not be made so vivid to

grade pupils. A junior or senior high school student will be attracted to the book. A skilful teacher could find this book most helpful to supplement the study of history.

OLIVE BUCKS.

Cleveland School of Education.

*Beginners' Ancient History.* By J. B. Newman. World Book Company, New York, 1922. 174 pp. 96 cents.

*Beginners' Modern History.* By J. B. Newman. World Book Company, New York, 1922. 160 pp. 96 cents.

*Brief History of Modern Europe.* By William Glover. World Book Company, New York, 1922. 232 pp. \$1.20.

These three books are the latest additions to the series described as "easy textbooks," that treat "the leading movements of history in concise yet readable form for use in the grades below high school." Mr. Newman's two volumes, though each is a complete unit, together cover the entire field of western history, from the "first breath of human life" to the present. The first is devoted to ancient history to Charlemagne, with emphasis on the political story of Greece and Rome. The author has here a stupendous task: to relate the complicated history of the struggle into national life of medieval Europe and the expansion of its people over the entire globe, in a simple, straightforward style, and in 160 pages.

This he has done, and the reader marvels how clearly and completely. The stories of the various nations are carried along continuously, side by side, with the valuable result that one is at all times conscious of the map of Europe as a whole. The writer is an Englishman, but, in spite of the large proportion of space devoted to English history, the story is impartially told, notably the story of the American revolution. The style of both books is simple and pleasing, but the reader wishes continually that the pace might be slackened so that he could look more closely at intriguing vistas that flash by. Then, too, one wishes the author were willing to depart from the conventional so as to give a more complete picture of the past, one more social and cultural in character.

Mr. Glover's volume contains a much more detailed account of the later portion of modern history. He intersperses his narrative with analytical and philosophical comments and with clever figures of speech, and his style is full of life and originality, but it is to be feared that immature minds will balk at the unfamiliar words and thoughts which enrich his pages. This volume, to an even greater extent than the others, belongs to the older type of traditional, military, political, and diplomatic history. Apparently the writer gives no consideration at all to the more recent economic and geographic interpretation of human development.

Viewed from the angle of the elementary school child, one may entertain other misgivings in regard

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to these books. Does brevity and conciseness constitute a prime requirement in books for beginners in history? The mistake is too often made of confusing fewness of pages with "easiness," and of preparing for children a history so concentrated as to lack life and richness. The really well-selected pictures and maps of the first and second volumes have also suffered by being compressed into so small a compass. There are no indexes and few suggestions and aids to teachers, such as are provided in most modern texts.

LENA C. VAN BIBBER.

Maryland State Normal School, Towson.

*The History of the American People.* By Charles A. Beard and William C. Bagley. Revised Edition. The Macmillan Company, New York, 1923. 689 pp.

Mark Twain's famous reply to the question as to what books had influenced him most, is the reply of any author if asked what decides his attitude toward his own production. Authors fall under the spell of their own expression more, perhaps, than any of their readers, which may explain the difficulty of securing an actual revision of a textbook. This is what makes the recent revision of the Beard and Bagley history for seventh and eighth grade pupils so notable an achievement, for it is an actual revision; there is scarcely a paragraph which has not been really rewritten, nor a feature which has not obviously been reweighed, reappraised, and readmitted—or rejected. And all this is a refreshing novelty to a world of teachers grown used to invisible revisions and new editions with nothing new in them. Physically the book looks like the old one, although the page size is larger, the type clearer, the paper better. The illustration, while still not a strong feature of the book, is better than in the earlier edition, and the color plates are distinctly improved. It is pleasant to note in this connection that in the less turgid days following war conditions, the admiral who discovered America has found time in which to complete his toilet.

The distinctive feature of the Beard and Bagley text, its reapportioning of emphasis by the omission of material which does not function constructively, and the inclusion of a great mass of cultural, social, and economic history too long omitted from school texts, has of course been retained and strengthened in this revision. Some valuable features have been omitted; for instance, the map showing railroad combinations to be found in the earlier edition opposite page 509. The material in the appendices has lost some helpful features in the revision, but these losses are small compared with the many gains throughout the book.

Two characteristics deserve special mention: the degree of scientific care in differentiating between material suitable for junior and for senior high school students, and the phraseology which "carries" the story to young students. A careful examination of the subjects included in the book leads one to con-

clude that the authors have omitted those which might lead untrained boys and girls to bootless criticism of their country. Such topics as the treason of Aaron Burr, the scandals of the Grant period, the history of Tammany Hall, and the American origin of the Panama Revolution are left for treatment in the senior high school, where a high standard of work demands a critical examination of both good and bad in American annals. In clarity of presentation definite improvement has been made in many places, as in the account of the use of trusts (pp. 508 and 513, old and new editions) and in the story of the rise of socialism (pp. 517 and 522, respectively). In short, a good text has been made better by conscientious efforts to eliminate all waste material and to meet exactly the needs of a special field of history instruction.

FRANCES MOREHOUSE.

University of Minnesota.

*The Republics of Latin America: Their History, Government, and Economic Conditions.* By Herman G. James and Percy A. Martin. Harper & Bros., New York, 1923. x, 533 pp. \$3.50.

Contrary to the publishers' statement on the jacket of this text for colleges and schools of commerce, it is not the "first book which brings within the compass of a single volume an account of the history, government, and economic development" of the states concerned. The authors themselves make no such claim. What they have done substantially is to narrate the history and describe the government of the countries in a manner somewhat different from any of the collective treatises preceding and to provide an unusually workable bibliography. The outstanding feature of the book is the portion dealing with political institutions. Here the authors have rendered excellent service in the analyses they furnish of the constitutions of the several republics. Their handling of the political situation as a whole, however, shows considerable diversity. Sometimes the "organization" or the "operation" of government is treated and sometimes not. "Political parties and issues" is a topic that they rarely discuss in concrete fashion and often omit altogether.

The historical parts of the book have less distinctive merit. Emphasis laid upon the political ideas and institutions of Spain and Portugal transplanted to America might have been followed up to advantage by tracing more effectively their growth in the new environment, showing just how they were replaced, and indicating the extent to which, in spirit if not in practice, they have survived. Actual errors are not numerous. The most noticeable of them perhaps, in assertion or by implication, are those on pages 9, 80 (map), 334, and 466. What the authors have supplied in the form of "economic conditions" is unfortunate. Quite apart from the tendency of fresh statistics to wither on publication, there seems to be no good reason why mere summaries should have been inserted into a text otherwise so well ordered. Students of the history and



government of the republics of Latin America have in the present work a decidedly useful manual, as have those also who are interested in foreign trade, provided that they wish to learn about history in general and government in particular.

WILLIAM R. SHEPHERD.

Columbia University.

## Book Notes

*The Crusades*, by Ernest Barker (Oxford University Press, New York, 1923; 112 pp.; \$1.00), is a scholarly little treatise of undeniable value for those who are making a special study of this field and desire to have the landmarks pointed out. But it will not serve the general reader nor the high school pupil so advantageously, since it requires for its comprehension an acquaintance with the subject such as they will not have. Moreover, the untranslated Latin words and phrases and the technical feudal terms in medieval French are numerous enough to both annoy and discourage the ordinary reader.

Besides sections devoted to the significance, the causes and results, and the crusades between 1095 and 1291, is another, entitled, "The Ghost of the Crusades," treating of like enterprises of the fourteenth and fifteenth centuries. To these are added bibliographies as to both primary sources and modern secondary accounts. There is a map but no index.—WAYLAND J. CHASE, University of Wisconsin.

Teachers of geography will find *The Northward Course of Empire* (Harcourt, Brace and Company, New York, 1922; xx, 274 pp.; \$2.00), by Vilhjalmur Stefansson, the noted explorer of Arctic and Sub-Arctic regions, a valuable addition to their reading list. Derived from personal experience, the testimony of other competent investigators, and the judgment of experts in the field of description covered, the subject matter is presented in a manner so vigorous and refreshing that it arouses forthwith the interest that leads ultimately to conviction. The author pictures the conditions in the Arctic and sub-Arctic portions of America, Asia, and Europe or adjacent to these continents, and points out how their huge potentialities are being and may be utilized for agriculture, cattle-raising, and mining. Whenever the superstition successively prevalent among peoples throughout the ages, that regions to the northward are uninhabitable and economically unproductive, has been overcome by their occupation and development on a sufficient scale, many of the great difficulties now encountered in the feeding and distribution of population elsewhere on earth will be lessened or removed. A graph, a map, and numerous illustrations enhance the usefulness of the volume.—WILLIAM R. SHEPHERD.

*Studies in North Africa* (E. P. Dutton and Company, New York, 1923; xi, 304 pp.; \$3.00), by Cyril Fletcher Grant, is a rather serious title to give to

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essentially a work of travel in Algeria and Tunis, which contains a large amount of history culled from good secondary accounts and interspersed with the impressions of an intelligent and imaginative English sojourner in those lands of a remote and romantic past. The book relates the story of Carthage and the Roman sway, passing rapidly over the period after the arrival of the Arab conquerors, and onward to the occupation by the French. Its especial attraction is the spirited way in which the ruins of ancient wealth and grandeur which bestrew the sands of North Africa are made to be peopled anew in thought by the revelations of archaeology. It adds to the number of works in English which afford impressions of the possibilities that await the present owners of these vestiges of Roman dominion.—WILLIAM R. SHEPHERD.

A number of new texts on economics for high schools, junior and senior, are departing radically from the standard type of former texts on this subject. Among these, *Economics and the Community*, by John A. Lapp (Century Company, 1922; 366 pp.; \$1.75), deserves a high place. As the author states in his introduction, "the materials presented in this book are designed to be in form for the use of those who are beginning the study, whether in high school grades, junior high schools, vocational schools, or continuation classes." The book contains a large amount of useful and valuable information, such as is commonly given in books on commercial geography, business organization, public finance, and kindred subjects, as well as much which appears in the old-line texts on economic theory. The book is well written and the style is simple and direct. Where economic theories are stated, they are presented in a simple, clear, and direct manner, and are well illustrated by concrete examples. At the beginning of each chapter the "Community Survey" gives the pupil an opportunity to collect, for his own community, materials which are discussed in the text. The "Questions and Problems" at the end of each chapter serve to fix in the pupil's mind the principal points which have been discussed. There is also a brief list of references at the end of each chapter, and a somewhat longer list at the end of the book. The index is extensive enough to be useful.

Those who wish to study or teach pure economic theory will find the book unsatisfactory in some ways, but for younger high school pupils and for those classes in which a general knowledge of economic conditions is the aim, rather than a technical discussion of economic theory, the book is admirable.—WINTHROP TIRRELL, Technical High School, Boston.

The object of war, says Colonel J. F. C. Fuller in *The Reformation of War*, is to combat and overcome the hostile will, which resides in the whole people and in the central enemy government. It might have been very well in the past to devote all your efforts against

the field forces of your opponent when he would have surrendered if his field force were defeated in battle or surrendered with a fortress and a war could be quickly finished, like the Franco-Prussian War. Yet the modern great war is a long and exhausting affair, all tied up with starving Germany out or wearing her down by successive offensives. The very perfection of modern armaments and the complexity of modern armies and supplies have made it impossible to achieve decisive results with reasonable promptness.

The way to win a war, he says, is to strike directly at the hostile will—to pass under the hostile fleet with huge troop-carrying submarines, to swing around the hostile armies with hordes of troop-carrying tanks, to speed over the hostile belligerents with huge troop-carrying aircraft. Then the invader can dictate terms to the enemy government in the enemy parliament, and the soldiers on the roads and in the fields will be impotent. He speaks of the possibilities of gas, of the partial propriety of the German submarine policy, of the terrorization of civilians, and of the destruction of strategic centers, like manufacturing districts, which provide munitions; of railway junctions, which insure troop transportation, and of legislative halls, which formulate and express policy. He says that war may not be devastating, but simply paralyzing. Soporifics and laughing gas might accomplish the end as well as mustard gas and phosgene. With the co-ordination of such military plans to the direct weakening of the hostile will, a nation well prepared would have nothing to fear from attack. It could dictate its terms to its assailants. Its ultimata would be accepted, for its strength and power would be known. (E. P. Dutton & Co., New York, 1923; xv, 287 pp.; \$6.00.)—CAPTAIN ELBRIDGE COLBY.

One of the earliest textbooks on Latin America produced in this country for use in elementary and high schools is E. C. Brooks' *Stories of South America: Historical and Descriptive*. These "stories," by a state superintendent of public instruction, are more nearly a series of essays, in which narratives of historical events are judiciously combined with descriptive data on geography and political, social, and economic development. Correlation of these accounts with the history of the United States gives the student better perspective and more practical interest. The author has shown that in South America are found not interesting history and geography alone, but some of the most significant experiments in democratic government and in race amalgamation, with every likelihood that the future will see in that continent some of the world's most powerful nations. The book is probably more interesting as marking a tendency toward the study of the Latin American nations than as a model of textbook construction. (Johnson Publishing Co., Richmond, Va., 1922; 272 pp.)—H. L. H.

## Notes on Periodical Literature

BY GERTRUDE B. RICHARDS, PH.D.

The "leading article" in the *Nineteenth Century* for November is a discussion of "Spain's New Program" by His Excellency the Marqués de Estella, President of the Military Directorate, given with the Spanish text and its English translation. "Spain suffered for a long time from a deep-seated indisposition. The Morocco problem was dealt with in a manner which neither corresponded to the great efforts of the army nor benefited the economic life of the country. The continuous increase in the expenses . . . and an atmosphere of political and administrative immorality had roused the passions of the people, who conspired in a communist sense . . . with danger to the form of government and with anarchy in the large manufacturing towns. . . . In view of the situation a group of the youngest generals of the army agreed to take a decision . . . soon the whole of Spain identified itself with the movement, which triumphed . . . on account of the efficacy of the program . . . to re-establish the dignity of the law, strengthening justice, and freeing it from politics; to effect great savings in the administration, and to improve the morale of the administration.

"Of the four cases brought before the League for judgment, in the case of Bolivia and Chile, it failed to render any decision at all; in the case of Vilna and of Corfu, it failed to conciliate the pleaders and was forced to place them in the hands of the Council of Ambassadors in Paris. Only once, in the case of Upper Silesia, it succeeded. . . . This explains why, today, so many Europeans are but little disposed to consider the League of Nations as the World's Court of Justice, and why they feel so much more inclined to look upon it as a club. . . . A Court of Justice needs . . . more authority . . . and less nervousity," says Stephen Lausanne in his able article on "Mussolini and the League" in the December *North American*.

Another most readable article on Spain, and one which perhaps analyzes the situation more carefully, is that by Kenneth Ledward in the November issue of the *Fortnightly Review*, entitled, "The Spanish Revolution": "Spain, in her self-imposed task of ending corruption and apathy, deserves the moral support of all right-thinking people, both in internal affairs and in her civilizing mission in northern Morocco."

The December *Forum* is given over almost entirely to a celebration of the centenary of the Monroe Doctrine, by its publication of "Monroe Reinterpreted by Charles Hitchcock Sherrell," "Monroe Versus His Interpreters by Ernest Gruening," and "Roosevelt and the Monroe Doctrine by Philip Marshall Brown."

Professor Hermann Kantorowicz, of the University of Freiburg, says: "The German Republic will live. Nothing short of the extermination of Germany by France will

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kill it. . . . The German will have to learn in the hard school of a bitter experience to mould his own history worthily. He will only begin to value his freedom and to understand freedom-loving nations when he feels himself to be a responsible and self-respecting citizen and not a subject seeking the protection of an irresponsible monarch," in an article, "Will the German Republic Survive?" published in the contemporary *Review* for November.

"The United States of America was the only country that came through the World War with its fundamental principles of government unchanged," is the thesis and opening remark of an interesting article on "Growth of Presidential Government in Europe," by Professor Charles E. Martin, of the University of California, published in the *American Political Science Review* for November.

Professor James Harvey Robinson is contributing to *Harper's* a series of articles on "Freedom Reconsidered." In the second installment, which appears in the November issue, he says: "There are . . . reasons for suppression and evasion in discussing war which has now emerged as a particularly terrible problem. One cannot freely bring to light the effects on public opinion of patriotic organizations and demonstrations of the prevalent talk about national honor or the systematic cultivation of international hate and suspicion."

## Corrections of Textbook List

PEABODY HIGH SCHOOL, PITTSBURGH,  
December 18, 1923.

### The Editor of The Historical Outlook:

As I feared, a few regrettable omissions from our list of "Recent Texts in the Social Studies" have come to light. Allow me to add the following titles, with comment in the same form as in our original list:

Hall, R. G., Smither, H., and Ousley, C.: *A History of the United States*; Southern Publishing Co.; 1920; Grades 7-8; chronological treatment, though not by administrations; standard topics; attractive in appearance; briefer than some.

The authors of the *School History of the United States* (Rand, McNally) are Mace, W. H. and Bogardus, F. S. Knowlton, D. C., and Howe, S. B.: *Essentials in Modern European History*; Longmans; 1917; Grades 10-12; seeks to present the outstanding facts and movements rather than to be simply a catalogue of events.

I hope you will allow me to add any further deserving names that may be brought to my attention. I shall be grateful to those who have assisted and may assist in making the list complete.

Very truly yours,

R. O. HUGHES.

## Books on History and Government Published in the United States from Oct. 27, to Nov. 24, 1923

LISTED BY CHARLES A. COULOMB, PH. D.

### AMERICAN HISTORY

- Baldwin, James. *In the days of my youth* [record of life and manners of the Middle West]. Indianapolis: Bobbs-Merrill. 493 pp. \$2.50.  
Barnes, Viola J. *The dominion of New England; a study in British Colonial policy*. New Haven, Conn.: Yale University Press. 311 pp. \$3.50.  
Fite, Emerson D. *The United States*. N. Y.: Holt. 515 pp. \$1.68.  
Gordy, Wilbur F. *Leaders in making America*. N. Y.: Scribner. 487 pp. \$1.20.  
Hart, Albert Bushnell. *We and our History*. N. Y.: Boni Liveright. 319 pp. \$1.80.

- Hulbert, Archer B. *The making of the American Republic*. Garden City, N. Y.: Doubleday, Page. 676 pp. \$3.00.  
Jillson, Willard R. *Big Sandy Valley; a regional history prior to 1850*. Louisville, Ky.: J. P. Morton. 183 pp. \$2.50.  
Lincoln, Nebraska's capital city, 1867-1923. Lincoln, Neb.: Woodruff Printing Co.  
McIlwain, Charles H. *The American Revolution*. N. Y.: Macmillan. 209 pp. \$2.25.  
Pieters, Aleida J. *A Dutch settlement in Michigan* [1847]. Grand Rapids, Mich.: Reformed Press. 207 pp. \$1.75.  
Shotwell, Walter G. *The Civil War in America*. In 2 Vols. N. Y.: Longmans Green. 406, 386 pp. \$10.00 set.  
Shultz, James W. *Friends of my life as an Indian*. Boston: Houghton, Mifflin. 305 pp. \$3.00.  
Skirven, Percy G. *The first parishes of the province of Maryland*. Balto.: Norman, Remington. 181 pp. \$10.00.  
Staples, Thomas S. *Reconstruction in Arkansas, 1862-1874*. N. Y.: Longmans, Green. 450 pp. \$4.50.  
Taft, Donald R. *Two Portuguese communities in New England*. N. Y.: Longmans, Green. 357 pp. \$4.00.  
Wheeler, Col. Homer W. *The frontier trail* [narrative of forty-three years in the old West]. Los Angeles, Cal.: Times-Mirror Press. 334 pp. \$3.00.  
Young, Levi E. *The founding of Utah*. N. Y.: Scribner. 460 pp. \$1.48.

### ANCIENT HISTORY

- Baikie, James. *The life of the ancient East*. N. Y.: Macmillan. 477 pp. (3 p. bibl.). \$4.00.  
Brown, Brian, Editor. *The wisdom of the Egyptians*. N. Y.: Brentano's. 307 pp. \$2.50.  
Hammerton, John A., Editor. *Wonders of the past; the romance of antiquity*. N. Y.: Putnam. 281 pp. \$5.00.  
Hyde, Walter W. *Greek religion and its survivals*. Boston: Marshall, Jones. 239 pp. (3 p. bibl.). \$1.50.  
Petrie, W. M. Flinders. *Social life in ancient Egypt*. Boston: Houghton, Mifflin. 218 pp. \$2.00.  
Treston, Hubert J. *Poines; a study in ancient Greek blood vengeance*. N. Y.: Longmans, Green. 436 pp. \$7.50.  
Van Hook, La Rue. *Greek life and thought*. N. Y.: Columbia University Press. 343 pp. (21 p. bibl.). \$3.50.

### ENGLISH HISTORY

- Clark, G. N. *The Dutch Alliance and the war against French trade, 1688-1697*. N. Y.: Longmans, Green. 171 pp. \$4.25.  
Gandhi, Mahatma. *Young India, 1919-1922*. N. Y.: Huebsch. 1217 pp. \$4.00.  
Mausbridge, Albert. *The older universities of England, Oxford and Cambridge*. Boston: Houghton, Mifflin. 332 pp. \$2.50.  
Page, William. *London, Its origin and early development* [down to 1200 A. D.]. Boston: Houghton, Mifflin. 310 pp. \$5.00.  
Phillips, Walter A. *The revolution in Ireland, 1906-1923*. N. Y.: Longmans, Green. 343 pp. \$4.00.

### EUROPEAN HISTORY

- De la Batut, Guy and Freedmann Georges. *A history of the French people*. N. Y.: Dutton. 326 pp. \$3.00.  
Ellison, Grace. *An Englishwoman in Angora*. N. Y.: Dutton. 344 pp. \$6.00.  
Elton, Godfrey. *The revolutionary idea in France, 1789-1871*. N. Y.: Longmans, Green. 191 pp. \$3.50.  
Nickerson, Hoffman. *The Inquisition*. Boston: Houghton, Mifflin. 275 pp. (6 p. bibl.). \$4.00.  
Ross, Edward A. *The Russian Soviet Republic*. N. Y.: Century Co. 422 pp. \$3.00.  
Strobel, Heinrich. *The German revolution and after*. N. Y.: Seltzer. 320 pp. \$4.00.  
Webster, Nesta H. *The French Revolution; a study in democracy*. N. Y.: Dutton. 533 pp. (2 p. bibl.). \$5.00.

### THE WORLD WAR AND RECONSTRUCTION

- Allen, Geo. Henry T. *My Rhineland journal*. Boston: Houghton, Mifflin. 609 pp. \$6.00.  
Ashbee, Charles R. *A Palestine note-book, 1918-1923*. [Author civic adviser of the city of Jerusalem.] Garden City, N. Y.: Doubleday, Page. 291 pp. \$3.50.

- Beer, George L. African questions at the Paris peace conference [etc.]. N. Y.: Macmillan. 672 pp. \$6.00.  
 Churchill, Rt. Hon. Winston Spencer. The world crisis, 1915. N. Y.: Scribner. 590 pp. \$6.50.  
 Pollock, Ivan L. The food administration in Iowa. In 2 Vols. Iowa City: Iowa State Historical Society. 251, 255 pp. \$2.50 each.

## MISCELLANEOUS

- Cornish, Vaughan. The great capitals; an historical geography. N. Y.: Doran. 308 pp. \$5.00.  
 Faris, John T. Where our history was made [stories about historic places]. N. Y.: Silver, Burdett. 335 pp. 96c.

## BIOGRAPHY

- Farrington, Charles C. Paul Revere and his famous ride. Bedford, Mass.: The Bedford Print Shop. 89 pp. \$1.50.  
 Katzin, Winifred, translator. As they are; French political portraits. N. Y.: Knopf. 217 pp. \$2.50.  
 Lucy, Sir Henry W. The diary of a journalist; fresh extracts, Vol. 3. N. Y.: Dutton. 318 pp. \$5.00.  
 Mackenzie, Will Carleton. The life and times of John Maitland, Duke of Landerdale, 1616-1682. N. Y.: Dutton. 530 pp. \$6.00.  
 Raymond, Edward T. The life of Lord Roseberry. N. Y.: Doran. 261 pp. \$3.00.  
 Richardson, Ethel M. The lion and the rose (the great Howard story), Norfolk line, 957-1646, Suffolk line, 1603-1917. 2 Vols. N. Y.: Dutton. 614 pp. \$12.00.  
 Sedgwick, Henry D. Ignatius Loyola; an attempt at an impartial biography. N. Y.: Macmillan. 412 pp. \$3.00.

## GOVERNMENT AND POLITICS

- Foley, Hamilton, compiler. Woodrow Wilson's case for the League of Nations. Princeton: Princeton University Press. 271 pp. \$1.75.  
 Goebel, Julius, editor. The equality of States; a study in the history of law. N. Y.: Columbia University Press. 89 pp. \$1.50.  
 Riddell, William R. The Canadian constitution in form and fact. N. Y.: Columbia University Press. 77 pp. \$1.35.  
 Stimson, Frederick J. The American constitution as it protects private rights. N. Y.: Scribner. 253 pp. \$2.50.

## Historical Articles in Current Periodicals

COMPILED BY LEO F. STOCK, PH. D.

## GENERAL AND MISCELLANEOUS

- A Lost Caesarea. J. B. Bury (*Cambridge Historical Journal*, Vol. I, No. 1).  
 Trade and Travel in the Roman Empire, II. B. W. Wells (*Classical Journal*, November).  
 The Libelli of the Decian Persecution. John R. Knipfling (*Harvard Theological Review*, October).  
 The Teaching of Commerce and Economics. Eliot G. Mears (*American Economic Review*, December).  
 Peacemaking, Old and New. Rt. Hon. Sir Ernest Satow (*Cambridge Historical Journal*, Vol. I, No. 1).  
 Guild Socialism and Pluralism. Ellen D. Ellis (*American Political Science Review*, November).  
 St. Bernard and the Papacy. John K. Cartwright (*Catholic Historical Review*, October).  
 The Bollandists. Aurelio Palmieri (*Catholic Historical Review*, October).  
 The Falkland Islands in History. Sir William Allardyce (*Dalhousie Review*, October).  
 Growth of Presidential Government in Europe. Charles E. Martin (*American Political Science Review*, November).  
 The Knell of German Protestantism. Hartmann Grisar (*Catholic Historical Review*, October).  
 When Germany Occupied France; a Reply. Hans Delbrück (*North American Review*, December).  
 Spain and its Problems. J. W. Poynter (*Contemporary Review*, November).

- The Political System of Imperial China. Harold S. Quigley (*American Political Science Review*, November).  
 What We Owe to Francis Parkman. Mr. Justice Russell (*Dalhousie Review*, October).  
 Recent Work in Italian Medieval History. C. W. Previté-Orton (*Cambridge Historical Journal*, Vol. I, No. 1).  
 Baron von Holstein. G. P. Gooch (*Cambridge Historical Journal*, Vol. I, No. 1). "The Mystery Man" of the German Foreign Office, 1890-1906.  
 Currency Inflation in Eastern Europe with Special Reference to Poland. E. Dana Durand (*American Economic Review*, December).  
 Trade Union Development in Soviet Russia. Amy Hewes (*American Economic Review*, December).

## THE BRITISH EMPIRE

- Plea Rolls of the Medieval County Courts. Hilary Jenkinson (*Cambridge Historical Journal*, Vol. I, No. 1).  
 St. Edmund's College, Old Hall. Edwin H. Burton (*Catholic Historical Review*, October).  
 Early Revenue History of Bengal, 1757-1772. Jogischandra Sinha (*Calcutta Review*, October).  
 The Growth of an Agrarian Proletariat, 1688-1832. J. H. Clapham (*Cambridge Historical Journal*, Vol. I, No. 1).  
 The Miller and the Baker: a Note on Commercial Transition, 1770-1837. C. R. Fay (*Cambridge Historical Journal*, Vol. I, No. 1).  
 The Resignation of Lord Palmerston in 1853. B. K. Martin (*Cambridge Historical Journal*, Vol. I, No. 1).  
 Russia and the Times in 1863 and 1873. W. F. F. Grace (*Cambridge Historical Journal*, Vol. I, No. 1).  
 Note on Modern Diplomatic, Colonial and other Records at present available for Study at Cambridge. H. W. V. Temperley and Lillian M. Penson (*Cambridge Historical Journal*, Vol. I, No. 1).  
 Lord Morley. G. P. Gooch (*Contemporary Review*, November).

## THE GREAT WAR AND ITS PROBLEMS

- On the Origin of the War. Lieut. P. J. Searles (*U. S. Naval Institute Proceedings*, November).  
 Neutrality and the World War. Malbone W. Graham, Jr. (*American Journal of International Law*, October).  
 Helping the Historian. L. J. Maxse (*National Review*, November). Memoirs, diaries, etc., concerning the war.  
 The Conduct and Handling of Von Kluck's Army from August 10th to September 15th, 1914. Maj. Arthur W. Lane (*Coast Artillery Journal*, November).

## UNITED STATES AND DEPENDENCIES

- American Colonial Architecture. Joseph Jackson (*Building*, December). VIII. The French Colonies.  
 Ethnic Elements of Colonial Pennsylvania and the Population of Today. A. F. Southwick (*Western Pennsylvania Historical Magazine*, October).  
 The Navy at the Battles of Trenton and Princeton. Maj. Edwin N. McClellan (*U. S. Naval Institute Proceedings*, November).  
 Major-General Gouverneur K. Warren in the Battle of Five Forks. Aurestus S. Perham (*Quarterly Journal of the N. Y. State Historical Association*, October).  
 New Light on the History of the Federal Judiciary Act of 1789. Charles Warren (*Harvard Law Review*, November).  
 History from Lake Mohonk. G. D. B. Hasbrouck (*Quarterly Journal of the N. Y. State Historical Association*, October).  
 The Long and Beltrami Explorations in Minnesota One Hundred Years Ago. Theodore Christianson (*Minnesota History Bulletin*, November).  
 The Monroe Doctrine. Edward S. Corwin (*North American Review*, December).  
 Personal Politics in Indiana, 1816-1840 (concluded). Adam Leonard (*Indiana Magazine of History*, September).  
 The First Convention of the American Federation of Labor, Pittsburgh, Pennsylvania, November 15th-18th, 1881. Alfred P. James (*Western Pennsylvania Historical Magazine*, October).  
 Floyd's Resignation from Buchanan's Cabinet. Robert M. Hughes (*Tyler's Quarterly*, October).

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## Experimental Curriculum-Making in the Social Studies

REPORT OF A STUDY BY PROFESSOR J. MONTGOMERY GAMBRILL, TEACHERS COLLEGE,  
COLUMBIA UNIVERSITY

(Continued from the December number)

### V. "Vertical Supervision" and a Continuous Program for the 12 Grades

A very common fault in program-making is the lack of co-ordination between the elementary and secondary grades. It is not unusual to find courses made for elementary, junior high school, and senior high school grades, with little or no effort to make the instruction and training progressive, cumulative, and organic. Over and over again in visiting schools one has the experience of asking why this or that course is to be found in the high school when a similar or overlapping one is offered not much earlier in the elementary school, only to be told, "We have nothing to do with what is offered in the elementary school" (or the high school, as the case may be). A striking example of this is to be found at present in one of the largest western cities, where an elaborate piece of curriculum-making is in progress, with full-time curriculum workers and outside experts employed. Elementary and secondary courses are in process of construction under separate and independent committees and curriculum workers. When half a dozen people were questioned as to the reason for this, no one defended it or assumed responsibility. A similar situation can be found in several state departments of education where curriculum-making is in progress. Even when one is informed that there is co-operation between committees it often transpires that the co-operation is merely nominal. In the case of the social studies at least the results are serious. The field is peculiarly complex and difficult and it seems especially important in the case of history that the work in one grade should be planned with some reference to what has gone before and what is to come after.

Another great weakness in program-making is the failure to use specialists even to the extent of utilizing the leadership of a school man or woman who has made a special study of history and the related social sciences. This failure is particularly flagrant in the case of the elementary and junior high school, committees to frame the courses for which are usually organized under the chairmanship of a principal or vice-principal with a membership of similar officials and grade teachers.

Similar points can be made with reference to supervision of instruction, since it is only occasionally and by chance that supervisory officials have any special scholarship in the field of the social studies or any special equipment to give constructive help in the actual handling of materials. One state, Pennsylvania, and two cities, Oakland, Calif., and Detroit, Mich., meet these difficulties by a plan sometimes called "vertical supervision." That is to say, super-

visors chosen for their special qualifications are appointed to assume the leadership and the general duties of supervision in some one subject or group of subjects. In Pennsylvania and in Detroit a complete system of supervision is organized on that plan. In Oakland the scheme has been only partially followed, but includes the social studies. "Vertical supervision" involves questions of organization and administration in which there are differences of opinion, which it would be out of place to discuss here. It will suffice to say that so far as the social studies are concerned, in all three of these cases the plan shows results of marked interest—in program-making and in effective leadership and supervision.

#### 1. The State Program of Pennsylvania

The state director of social studies for Pennsylvania is Dr. J. Lynn Barnard, who was for many years head of the department of history and government in the Philadelphia School of Pedagogy. He had served on a number of committees and was one of the most active members of the National Education Association Committee that prepared the very influential reports on social studies published in 1915-1916. He had taken a leading part in working out a series of courses in the social studies for the city schools of Philadelphia. Before his appointment to the state position (1920), Dr. Barnard was consulted by the assistant state superintendent in charge of secondary schools and had outlined a tentative course. A little later the plan of "vertical supervision" was adopted and Dr. Barnard became the state director of social studies, and took official charge of the making of a new course and its introduction into the schools.

Dr. Barnard outlined a scheme for the twelve grades of elementary and secondary schools based upon certain objectives and with the deliberate purpose of providing a continuous and unified course. Seven or eight committees were set to work from time to time selecting and organizing materials for different portions of the course and the chairmen of these committees constituted a general committee under the chairmanship of Dr. Barnard to co-ordinate and unify the entire program.

Social studies for the purposes of this course include history, government, economics and sociology. Geography had been assigned to another supervisor and separate courses were made in that field without close or systematic correlation. However, the director of that department, Miss Grassmuck, and Dr. Barnard are in agreement that geography is at least partially a social study, and they are planning to

consider in the near future "what co-ordinations and interrelations can be established" between the fields as now organized into separate courses.

#### PRINCIPLES AND OBJECTIVES.

"We are coming to see that the one and only purpose of history and social science (including geography) is to train our young people in practical good citizenship—in how to co-operate with one's fellows—in how to lead the group life." This recent statement of Dr. Barnard's well expresses the fundamental purpose that guided the making of the Pennsylvania program of studies. "To be an all-around good citizen," says Dr. Barnard again, "one must be efficient and co-operative in all the relations of life—economic, social, religious, political. The entire twelve-year program has as its aim this conception of the purpose of education for citizenship—how to lead the group life."

Both the history and the civics work should be regarded as not merely part of the curriculum, but "a suggestive outline for the development of the spirit of right citizenship." There should be at least a threefold aim: to "cultivate right civic habits"; to "create high civic ideals"; to "develop, by means of service, a finer patriotism and a larger democracy." "Training in citizenship," like training in English, must be "continuous and cumulative throughout the school life." The civics course may be regarded as a course in human relationships with people, rather than institutions, the center of thought, and "the course must emphasize the dependence and interdependence of people." "The young citizen is developing an habitual attitude of mind toward his civic relations all the time . . . in each grade emphasis is to be laid on teamwork, co-operation, and fair play. From the beginning of their school life children must work and play as members of a group and they must be led to regard the rights and welfare of others."

History and civics or social science "are of co-ordinate rank and importance," the same fundamental aims, principles, and methods being for the most part applicable to both. "The aim of both is to train in citizenship; the one through the study of community co-operation and the practice of group activity, the other through a study of the growth of community consciousness and the development of co-operative democracy. In short, history is past civics—civics is present history."

The child, in the process of growth, passes through successive "psychological stages." Dr. Barnard believes that these stages are as follows: the period of imagination, grades I to III; the period of idealization and hero worship, grades IV to VI; the period of "unification," of cause and effect, of the "gang spirit," grades VII to IX. These stages must be recognized by the curriculum makers. For example, Dr. Barnard is quite certain that the boy or girl is not ready for "consecutive cause-and-effect history" until the beginning of the third stage.

The teaching process, as well as the materials, must be determined by these stages of advancement. In

grades I to III there must be dependence upon games, songs, pictures, stories, dramatizations, and the like; in grades IV to VI, it is possible to have some "reports made by children on topics assigned for their investigation," and there may be some discussion and some visits to places of civic interest; in grades VII to IX, all class investigations and reports must develop a sense of class responsibility that shall incite the young citizen to group action, that shall train them in class activity for the common welfare. While the methods are progressive in the way indicated, "the main dependence for success must be placed on the solving of problems and on the constant breaking up of the class into small groups for the preparation of assigned work." Comfortable chairs and tables should replace the usual nailed-to-the-floor desks. "The classroom for social studies must become a laboratory, with book-laboratory equipment and resources. This change is fundamental and not a mere device. . . . It is an integral part of the school's training in co-operative democracy."

#### THE PROGRAM OF STUDIES.

The following brief outline will indicate in a summary way the general nature and organization of the course in the social studies. As might be expected, there are marked similarities to courses of the city of Philadelphia and to the program recommended by the National Education Association's Committee on Social Studies:

Grade	History	Grade	Civics and Social Science
I-III.	1. Anniversary Days. 2. Primitive Peoples.	I-VI.	Civic Virtues (Morals and Manners).
IV.	Stories of American History to end of Colonial Period.	III-VI.	Community Co-operation.
V.	Stories of American History, Revolution to the Present.		
VI.	European Background of American History: Ancient Orient to Discovery and Exploration of Western World. History and Social Science.	VI.	Vocational Co-operation.
VII.	United States History since the Revolution.		
X.	European History: Primitive Man to the Present.	VIII.	Community Civics.
XI.	American History: Discovery to the Present.	IX.	Vocational Civics; Economic Civics.
XII.	Problems of Democracy.		

#### THE ELEMENTARY SCHOOL, GRADES I TO VI.

The above outline indicates the main phases of the work in both civics and history. The way in which each of these aspects is treated will be indicated briefly.

The "Civic Virtues" of the first six grades are planned as an aid "in the formation of right social habits during the impressionable early years." In the first grade the features cultivated are, in order, obedience, courtesy, helpfulness, cleanliness, orderli-

ness, patriotism (the flag), and kindness to animals. The work of one grade is continued with the next so as to make the effects cumulative and as permanent as possible. The virtues added in the second grade are: fair play, promptness, truthfulness, care of property, safety first; in grade III, honesty and respect; in grade IV, courage, self-control, thrift, and perseverance; in grade V, helpful initiative and self-reliance; grade VI, broad-mindedness and a sense of civic responsibility.

The idea of "Community Co-operation" is emphasized in the intermediate grades, but receives some attention from the beginning. The purpose is to show how dependent we are on the services of people about us and how specialized the community work is, and how necessary is co-operation for the general good. The first grade emphasizes service in home and in school; the second grade the idea of teamwork in the group, teamwork between groups and between the school and the home; the third grade considers home and school in contact with the activities of the neighborhood and the place of the civic virtues in adult life. Grade IV takes up "the servants of the neighborhood," the policeman, fireman, postman, conductor, motorman, brakeman, road mender, lamplighter, and so on. Grade V studies "Our Neighborhood," growth of the town, service rendered by the school, library, court house, post-office, hospitals, churches, roads and streets, water supply, lighting, gas, police department, fire department, telephone, etc. Grade VI studies vocational or industrial co-operation "for the double purpose of giving a vocational outlook to our young citizens, and, at the same time, showing them the importance of making ample preparation for life's work if they would render the highest community service." Fair play in business and community life is emphasized.

The remainder of the work is classified under the head of history. The list of "Anniversary Days" is, for grade I: Bird Day, Halloween, Christmas, St. Valentine's Day; for grade II: Penn Day, Arbor Day, Thanksgiving, May Day, Memorial Day; for grade III: Roosevelt Day, Armistice Day, Lincoln's Birthday, Washington's Birthday, and Flag Day.

Grades I to III also study Primitive Peoples (the Indians, Esquimaux, Cliff Dwellers, Tree Dwellers, Cave Dwellers, and Sea Dwellers), and Pastoral People through stories of Joseph, Moses, and David.

Grades IV and V are devoted to stories of American history; at the beginning of the fourth year the work is approached by raising the question, "What history is—what evidence is." The first topic is "Past and Present," and it is suggested that through a study of the local community the idea of past and present and of change be developed and some notion given of the nature of historical records and how we know about the past. The rest of the topics are of the conventional character, discoverers and explorers treated by nationalities, type colonies, stories of the American Revolution, of the Middle Period, of the Civil War, and of the "New America." One way in which the term "problem" is used is indicated by

the following examples: 1. Under the topic "Early Explorers and Discoverers" for the fourth grade we find—"The Problem: To find a new route to the east; to develop new trade routes, to Christianize the natives, to possess themselves of the riches of the new world." 2. Under the topic "American Revolution," with which grade V begins, we find—"The Problem: To determine whether the English colonists should be free to live their own lives without dictation from England."

In the sixth year the study of "The European background of American History" begins with the peoples of the ancient orient in the Nile Valley and the Tigris-Euphrates Valley, the Phoenicians, and the Hebrews. Then follow the Greeks, Romans, and Teutons, the last topic including the study of medieval England and the church in the middle ages. Then follows "The Old World and the New," introducing the Crusades, voyages and discovery, and European rivalries for colonies.

#### JUNIOR AND SENIOR HIGH SCHOOL.

American History has been covered "in story form" in grades IV-V. In grade VII the pupils return to the subject, the study this time being "consecutive, but dealing only with the simpler aspects of each country's history." In the eleventh grade the field is to be covered a third time. The topics for grade VII and their organization are indicated in the following outline:

- I. The English Colonies in America achieve their independence.
  - A. The Colonies before the Revolutionary War.
  - B. The War for Independence.
- II. The New National Community.
  - A. Establishing a Nation.
  - B. Federalist supremacy.
  - C. Republican control.
- III. Problems of a Growing National Community.
  - A. Internal affairs.
  - B. Foreign relations.
  - C. The problem of expansion.
  - D. Division within the United States.
  - E. Rebuilding the Nation—Reconstruction.
- IV. The National Community today as compared with the National Community of the Civil War era. A survey of the United States with reference to
  - A. Present territory.
  - B. Population.
  - C. Wealth.
  - D. Increased democracy in government.
  - E. International relations.
  - F. Standard of living.
  - G. Education.
  - H. Literary and artistic position.
  - I. Religious and moral progress.
- V. How our National Community has reached its present position.
  - A. Our growth in territory.
  - B. Our growth in population.
  - C. Our growth in wealth.
  - D. Labor and Capital.
  - E. The progress of democracy.
  - F. International relations.
  - G. Standard of living.
  - H. Education.
  - I. Literary and artistic development.
  - J. Religious and moral progress.
  - K. Matters of pride for Americans.

After two years devoted to community vocational and economic civics, the pupils give their tenth year



of school to general European history. It is suggested as a possible alternative that only half the ninth year be devoted to vocational or economic civics and the remaining half, making three terms in all, to the general European history. In any case, however, Dr. Barnard will not tolerate "truncated history," whether the part cut away be the "so-called 'ancient' or the so-called 'modern.'" He is convinced that "to be effective, the story of human progress—of how man has learned to co-operate with his fellow-man, must begin where the story itself begins and end where it ends." It is suggested that in teaching this course the instructor "make large use of the project method." The chief topics of the course are as follows:

- I. Introduction.
- II. Primitive or Early Man.
- III-V. The Orient; the Greeks; Rome.
- VI. A Period of Transition.
- VII. The Middle Ages.
- VIII. Life and Culture in the Middle Ages: the Renaissance.
- IX. Age of the Protestant Revolt.
- X. Tendencies to Absolutism.
- XI. Social Conditions.
- XII. The French Revolution, Napoleon and Reaction.
- XIII. The Industrial Revolution.
- XIV. Political Revolution and Growth of Nationalism.
- XV. Modern England and the British Empire.
- XVI. Russia, Turkey and the Near East.
- XVII. Growth of Imperialism.
- XVIII. Modern Science and Progress.
- XIX. The World War.
  - Causes.
  - The war.
  - War issues and aftermath of the War.
  - Political unrest.
  - The Washington Conference.

The treatment suggested may be illustrated by the following topic:

- XIII. The Industrial Revolution: Background and Influences.

Fix in the minds of the student the meaning of the word "revolution." Show how little progress was made in mechanical invention between the days of the Romans and the middle of the eighteenth century. Make clear how people lived and worked without machinery. Emphasize the fact that new forces and processes were discovered that made mechanical invention possible. Show clearly that we are still living in this period. Stress the importance of coal, iron and steam; use of electricity later.

In grade XI the pupils again return to the field of American history, this time for a "topical-chronological" survey, "dealing with the maturer phases and problems." This time the survey is made according to the following outline (detail with sample topics):

- I. Discovery and Colonization.
- II. Founding of a New Nation (1700-1783).
- III. The New Republic (1783-1815).
- IV. National Democracy (1815-1843).
  - A. Settling of the West.
  - B. The New Americas and the Monroe Doctrine.
  - C. Growth of National Spirit.
- V. Sectionalism.
- VI. Civil War and Reconstruction.
- VII. Industrial, Political, and Social Progress (1870-1914).
  - A. Changes in Industrial Conditions.
  - B. Growth of Big Business.

- C. The Relations of Labor and Capital.
- D. The Development of Sections and Communities (The West, the South, Growth of cities).
- E. Tariff Legislation.
- F. Financial Problems.
- G. Party History (1877-1913).
- H. Race Problems.
- I. Movements for Social and Industrial Reform.
- VIII. The United States as a World Power (1896-1921).
  - A. The Doctrine of Isolation.
  - B. Spanish-American War.
  - C. Colonial Responsibilities.
  - D. Our Asiatic Policy.
  - E. The Panama Canal.
  - F. American Relations with the rest of the New World.
  - G. Movements for World Peace.
  - H. The World War.
  - I. The Peace and the League of Nations.
  - J. Another Era of Reconstruction.

"In planning the syllabus in American history an attempt has been made to suggest problems to be solved rather than facts to be learned." The superiority of the problem method is urged and the four steps in problem-solving enumerated by Professor Dewey are quoted. Turning to the detailed outline of the course one finds each topic treated in the manner indicated by the following examples:

- II. Founding of a New Nation (1700-1783).
  - B. British Colonial Policy after 1763. Outline the changes in the British colonial policy after the French and Indian War by which England attempted to secure a firmer hold upon the colonies. Show how the character of George III and the condition of English finances affected the policy. Explain the purpose of the laws passed by the English government affecting the colonies between 1763 and 1772, and make clear the difference between the colonial and the English view as to the powers of the British Parliament. Summarize the events connected with American resistance.
- IV. National Democracy (1815-1843).
  - B. The New Americas and the Monroe Doctrine. Discuss the effect of the American Revolution upon Latin America. Make clear the ambitions of the United States in regard to Florida; Oregon; the fisheries. Trace the events leading up to the declaration of the Monroe Doctrine. Discuss the policies of non-colonization and non-intervention outlined for Monroe by John Quincy Adams. Compare the later interpretations of the doctrine by Polk, Lincoln, Cleveland, Roosevelt, and Wilson.

This survey is to be followed by a topical review, a feature which Dr. Barnard considers very important. The main features of this topical review are indicated in the following outline:

- I. The Westward March of Civilization.
  - A. Occupying a new continent.
  - B. Growth of territory.
  - C. Discovery and exploration of new lands: the work of Lewis and Clark, Pike, Dr. Whitman, John C. Fremont.
  - D. Governmental policy toward new acquisitions.
  - E. Advance of the people.
- II. The Development of Our Democratic Government.
  - A. State Governments.
  - B. National Government.
- III. The Rise and Growth of Political Parties.
  - A. Before the Civil War.
  - B. After the Civil War.
- IV. Economic Development of the United States.
  - A. Agriculture.

- B. Communication and Transportation.
- C. Industry.
- V. Governmental Control of Economic Forces.
  - A. Public Utilities.
  - B. Trusts and Monopolies.
  - C. Currency.
  - D. Finance.
  - E. The Tariff.
- VI. Intellectual and Social Progress.
  - A. Elementary Schools.
  - B. Secondary Schools.
  - C. Colleges and Universities: Harvard, Yale, Princeton, Pennsylvania, Columbia, all before 1800.
  - D. Educational Agencies.
  - E. Moral Development.
  - F. Laws for the control of labor conditions.
- VII. Foreign Relations of the United States.
  - A. American Policies.
  - B. Foreign Relations.
  - C. Treaties of Importance.

The community civics in grade IX begins with a study of the community idea: our relation with other people, the first community we know, other communities closely related to us, how a community grows, political communities, the citizen and his government. The remainder of the course is largely devoted to a study of the "elements of welfare" outlined in the well-known report on the teaching of community civics of the National Education Association's Committee on Social Studies.<sup>1</sup>

The vocational civics presents a list of occupations and discusses their nature, the qualities and training necessary for advancement, the social service to be rendered in the different occupations, and the business ethics involved. It begins with a survey of the educational opportunities offered by the high school, calls attention to the fields of work that are open to those who complete the work of the high school, and shows which occupations and professions are closed to those who do not finish the high school. It attempts to prove that a high school education pays financially as well as in other respects, to give information about schools in which pupils might continue their education, to indicate vocations that are open to those who cannot complete the high school, and to inform them about continuation schools, night classes, and other opportunities for continuing their education. The economic civics "is a sort of elementary economics, or business civics, with a more general discussion of how wealth is produced, consumed, and exchanged." It is suggested, however, that the chief purpose of the course is to develop an attitude of mind in the pupils and not primarily to teach facts. The course provides for an extended discussion of points to be considered in choosing an occupation and includes the following major topics:

- I. The Universality of Labor.
  - A. Economic wants and the rewards of Labor.
  - B. Preparing for a job.
- II. Conditions Limiting Vocational Choice of Young People.
  - A. Specialization, the result of large scale production.
  - B. Division of labor—specialization—interdependence.
- III. Some Elementary Economic Facts—Agencies of Production.
  - Land Ownership and use—Labor—Capital—How

present-day organization was evolved—need for management.

- IV. Some Modern Economic Organizations Concerned with the Production and Distribution of Commodities.
  - Organizations—The modern farm—The modern factory—The railroads—The department store—Banks.

The twelfth year brings the pupil to the culminating work of the entire program, which deals with the so-called "Problems of Democracy"—social, economic, and political. "Two principal methods of approach suggest themselves for this study of social problems:

"First. A study of the elements of sociology, economics, and political science, using social problems to illustrate the fundamental principles or theories of each.

"Second. A discussion of social problems, going to the social sciences for explanation and possible solution."

Dr. Barnard vigorously champions the second plan of organization, repeating a favorite saying, "That young people face problems, not sciences." From this dictum he draws the inference that the pupil should study the problems and go to the social sciences as he needs them for explanations and possible solutions. The course also suggests a list of twelve "fundamental concepts," such as the geographic basis of society, physical heredity, social heredity, social control, social adjustment, the police power of the state. "These concepts should be taught not directly as topics in themselves, but indirectly along with the problems under discussion."

It is the special aim of the course in "Problems of Democracy" "to train our upper high school students how to investigate, to reason, to prepare, to judge." The classified list of problems for study is as follows:

- I. General Approach—America's Possibilities.
  - No set problems are intended in this general introduction, which is merely to give a background for the topics that are to follow.
  - A. Economically.
    - 1. Natural Resources.
    - 2. Industrial Development.
  - B. Socially.
    - 1. Population.
    - 2. Social Ideals.
  - C. Politically.
    - 1. The foundation of our Government.
    - 2. America's Political Ideals.
- II. Balancing Income and Expenditure. Approach—Personal Budgets.
  - 1. Standard of Living.
  - 2. Family Budgets.
  - 3. Governmental Budgets—Local.
  - 4. Governmental Budgets—State.
  - 5. Governmental Budgets—National.
- III. Efficient Production. Approach—Organization and Efficiency.
  - A. The Material Element.
    - 6. Conservation of Natural Resources.
    - 7. Intensive Farming.
    - 8. Good Roads.
    - 9. Transportation.
    - 10. Large Scale Production.
  - B. The Human Element.
    - 11. Vocational Guidance.
    - 12. Productivity of Laborers.

13. Scientific Management.
14. Democratic Management.
15. Welfare Work.
16. Capital and Labor.
- C. The Political Element.
  17. Employment Agencies—Public and Private.
  18. Money and Banking.
  19. Public Service Utilities.
  20. An Equitable Tax System.
  21. War Taxation.
  22. Socialization of Industry.
- IV. Social Adjustment. Approach—Maladjustment.
  23. The American Family.
  24. Position of Women in America.
  25. Women in Industry.
  26. Child Labor.
  27. Occupational Disease.
  28. Fatigue.
  29. Depopulation of the Rural Districts.
  30. Congestion in Urban Districts.
  31. Immigration.
  32. Race Problems.
  33. Poverty.
  34. Care of the Unfortunate.  
(Dependent—Defective—Delinquent.)
  35. Recreation in City or Country.
  36. Community Planning.
  37. The Liquor Traffic.
  38. Harmful Drugs.
- V. Educational and Social Progress. Approach—The Fundamentals of Social Progress.
  39. The School and Economic Efficiency.
  40. The School and Good Citizenship.
  41. The School and Leisure.
  42. The School and Health Habits.
  43. The School and the Library.
  44. Training of Teachers and Administrators.
  45. Administration and Cost of Education.
- VI. Responsible Government. Approach—Government and Public Opinion.
  46. Political Parties.
  47. Selecting our President.
  48. Efficient Government for Cities.
  49. Control of Public Officials.
  50. Civil Service.
  51. Direct Legislation.
  52. The People's Ballot.
  53. Proportional Representation.
  54. Liberty Under the Law.
  55. Legal Equality.
  56. Political Equality.
- VII. International Relations. Approach—The Annihilation of Time and Space.
  57. The Monroe Doctrine.
  58. American Colonial Policy.
  59. America a World Power.
  60. A League of Nations.

For half of these problems the printed course supplies Type Studies, giving outlines and reading lists.

#### THE PROGRAM IN THE PENNSYLVANIA SCHOOLS.

By law the State Superintendent of Public Instruction is authorized to prepare and publish minimum courses of study, but it has been the policy of the State Department of Education to provide and recommend rather than to prescribe materials. In the case of the social studies the course is frankly not a minimum, but a "maximum course," offered with the suggestion that schools introduce it with due regard to their special and local needs. Dr. Barnard testifies that, in fact, the course is being widely adopted throughout the state, especially in high schools. The Investigator visited schools, observed

class work, and conferred with many teachers and officials, both in the eastern and western cities of the state. There appears to be a general impression that the course, with or without modifications, will soon be in use in most of the schools.

The chief points of dissent arise in connection with the junior high school program, the objection usually involving directly or indirectly the year of vocational and economic civics. Community civics is now frequently found in the ninth grade, with later American history in the eighth. Some critics contend that one year of American history in the junior high school is insufficient; some that the ninth grade is a better place than the eighth for community civics, or that half the ninth year, in addition to all of the tenth, is needed for the proper treatment of general European history. In all these cases vocational or economic civics, perhaps both, stand in the way, and there are critics who would omit one or both. In the Philadelphia Survey<sup>2</sup> the question was raised whether "Vocational Civics" of the type under discussion, even if regarded as an indispensable course, should be classified with the social studies and the time necessary for it charged to that group.

Debate concerning such points would seem to be desirable, since Dr. Barnard is emphatic in stating that he regards all the courses as tentative or experimental. "If ever Pennsylvania gets a permanent course saddled upon it, the schools might as well close." At present he does not believe that any essential changes are necessary, but he invites criticism and suggestions.

#### THE TRAINING OF TEACHERS.

The need for better trained teachers for the new social studies program has been realized. The state normal schools have offered a two years' course of study, but a program of three years for all students preparing to teach in junior high schools was offered about a year ago, these students being commonly referred to as group III. All students in this group must choose a major in some particular field, in which they then pursue a number of special courses. The Investigator attended a meeting of the normal school teachers of the state, in which the problem of training teachers for the new courses was discussed with keen interest, and nine or ten courses of study were presented and adopted. These included general European history, contemporary European history, economic and social history of the United States, economics, political science, and sociology, besides methods courses in history and social science for teachers of elementary, junior high school and senior high school grades. The full program has not yet been put into operation in any of the normal schools, but there seems to be a general expectation that it will be generally adopted within a year or two.



## 2. Oakland, California

Under the leadership of Mr. Roy T. Granger, Supervisor of Social Studies, and Miss Edna H. Stone, Head of the Department of Social Studies in the University High School, Oakland is working out a continuous and unified program for grades I to XII. The definition of the social studies formulated by the National Education Association's Committee is accepted: "The social studies are understood to be those whose subject-matter relates directly to the *organization and development* of human society, and to man as a member of social groups." History, civics, and geography are included. Courses of study are first worked out by committees composed chiefly of classroom teachers, next sent to the Council of Supervision as a Reviewing Committee, and then distributed to the schools for temporary use and criticism with the view to later revision. The threefold aim is (1) to arouse right civic attitudes and ideals; (2) to cultivate right civic habits and skills; (3) to develop right standards of civic intelligence. Separate courses in history, civics, and geography are constructed, but with the purpose of providing as much easy and natural correlation as may be possible, with actual merging of the work on some points where this is possible and desirable. Correlation with other subjects is encouraged, particularly with English, science, and the industrial and fine arts.

The work is still incomplete and no finished series has yet been published. Small leaflets give in brief outline most of the elementary and junior high school topics. A mimeographed committee report sketches the proposals for the junior high school, but Miss Stone and her colleagues have published, in the *University High School Journal*, January, 1922, a detailed outline of materials and teaching plans for a somewhat earlier program of studies.

The civics for grades I to VI was prepared by a committee under the chairmanship of Miss Annie M. Bradley, principal of Peralta School. The outline in the adjoining column indicates the chief features of the course.

The civics for grades I to VI provides a course of practical problems in "Human Relationships." Five civic problems are formulated, as follows:

- I. How can we help in the Classroom to make it the best possible place to study in?
- II. How can we help in the School as a whole so that all can work and play to the best advantage?
- III. How can we help at Home to make it the best possible place to live in?
- IV. How can we help in the Community to make it a good place to live in?
- V. How can we show our appreciation of our Country, and help to make it the best possible country to live in?

In the case of each of these civic problems there are from four to eight suggestions. For example:

Problem I: How we can help in the Classroom?

- A. By using time to the best advantage.
- B. By being careful of, and using to the best advantage, all classroom supplies, and equipment.
- C. By being courteous and considerate of the rights of others.
- D. By keeping the room clean and attractive.

(Note: "L" represents "low" and "H" represents "high," indicating, respectively, the first and second half of the Year's work.)

*Civics and Service; History*  
Grades I-VI: Human Relationships.

IV. Story of California.

L. Early Period: under Spain and Mexico.

H. Later Period: American.

V. Story of the Americas.

L. Early Period: to eve of Revolution.

H. Later Period.

VI. Story of World Civilization.

L. Early Period: Ancient World.

H. Medieval Period.

VII. Development of the American Nation.

L. 1492-1789.

H. 1789-1870.

VIII.

L. The Development of the United States as a World Power, 1870 to the Present.

H. The Citizen and the Community, Local, State, National, Occupations.

IX.

The Citizen and His Economic and Vocational Relationships. Occupations.

X. Development of World Civilization to 1815.

XI. Development of American Institutions.

XII. Problems of American Democracy.

*Geography*

III. Agencies Contributing to the Child's Food, Clothing, and Shelter.

IV.

L. Peoples of Many Lands.

H. Our California Home.

V. The Americas—

L. North America, United States.

H. Our American Neighbors, South America.

VI.

L. Asia, Africa.

H. Europe, Australasia.

VII.

L. The United States and its Relationship to other American Nations.

H. The United States and its Relationship to Europe and Africa.

VIII.

L. The United States and its Relationship to the Orient and Australasia.

H. California, the Nation and World Relationships.

E. By being personally dependable, truthful and honest.

F. By observing safety regulations.

G. By being punctual and regular in attendance.

H. By co-operating in classroom organization.

In the case of each problem the answers are charted with parallel columns by grades, in which are indicated opportunities for building the habits and ideals desired. The scheme as a whole provides a detailed course for building habits and ideals and for a direct correlation of conduct with studies. The ends sought are similar to Dr. Barnard's "Civic Virtues," and the program is similar to that proposed by Miss Harris, of the Hyannis State Normal School. Miss Virginia Stone, of the Maryland State Normal School (Towson), has been experimenting for several years in a similar way, and Miss Mary Reed (now an instructor in Teachers College, Columbia) worked out plans for the same general purpose while a supervisor in Cleveland Heights, Ohio.

The features of interest in the history for grades IV to VIII are all apparent in the brief outline. The community civics follows the plan of the National Education Association's Committee. In the senior high schools the actual practice has varied a good deal, but the committee already referred to recommends the plan indicated in the outline, which is being taught experimentally in the schools this year. The general features of the new plan appear at first to be the now generally familiar one, of which the Pennsylvania course is an outstanding type. It has distinctive features, however. World history, rather than general European history, is chosen for the tenth year, and the halfway point is 1815. The Survey of the Development of American Institutions in grade XI is composite rather than a definite "subject." The following is a brief outline of the content:

- L.XI. A survey of the development of American Institutions, with emphasis upon American history; related governmental problems and world associations.**
1. Significance of the United States. Setting and beginnings of our nation.
  2. Meaning of democracy; progress towards democracy and self-government in the colonial period; to the present time.
  3. Development of nationality; federal government; national expansion and struggle for unity and stability.
  4. Conflict between nationalism and sectionalism and welding of a more perfect union.
  5. Territorial growth; influence in bringing about economic, social, and political changes.
  6. The United States in world relations, progress from colonial dependence to national consciousness and to world responsibility; interdependence and correlative responsibility of the nations in a world community.
- H.XI. A survey of the development of American institutions, with the progress of democratic government throughout American history brought out, and world relations shown.**
1. Citizenship; the nature, privileges, and responsibilities of membership in group relations.
  2. Leadership in a democracy, qualities and influence of leaders; history of political parties.
  3. The securing of efficient and responsible administration in local, state, and national government; public opinion as a factor in progress.
  4. Industrial development and expansion; promotion and regulation by the government.
  5. Cultural and scientific development; its progress and its significance.
  6. The securing and wise expenditure of adequate funds to meet our country's needs.
  7. The enforcing of the will of society and the promoting of justice; judicial systems.

The plan is followed of enumerating specific aims for all courses. An illustration of this is the following list of Objectives for grade XI:

- A. More adequate and thorough knowledge and understanding of the peculiar western hemisphere frontier forces that gave being to the American spirit; of the characteristic genius of American institutions and the permanent and outstanding assets of our democracy.
- B. Development of a vivid conception of American nationality, a strong and intelligent patriotism, and a keen sense of responsibility of every citizen for national efficiency; a higher degree of intelligence of the forces which make for the well-being of our people.
- C. Appreciation of the New World, in its past and present relationships to general world civilization, and its inevitable responsibility in assumption of world privileges and duties.
- D. Enrichment of background and stimulation of

imagination by wide and varied readings, research, observation, and association.

- E. Adequate, fair, and fearless conception of the truth concerning all peoples, questions, and issues,—without prejudice, bias, or intolerance; ability to evaluate qualities of leadership and attempts at reform, and to substitute critical judgment for impulsive response as a basis for deciding social and political issues.
- F. Ability to evaluate qualities of leadership and attempts at reform, and to substitute critical judgment for impulsive response as a basis for deciding social and political issues.
- G. Ability to organize and successfully to conduct co-operative activities of the school or of other groups,—actually putting into practice qualities of good citizenship; conscious effort to be intelligent and responsible citizens.

The main features of the course for grade XII are as follows:

- L.XII. Problems of American democracy; emphasis upon economic, with their social phases and political relations.**
1. A survey of outstanding problems of present-day life in our democracy.
  2. The satisfaction of man's wants through the use of goods; how goods are fitted to do this; the influence of the proper use of goods upon man's progress.
  3. The production of goods used in satisfying men's wants; the organization of the factors of production, human and material; the nature of the association of men in the industrial relationship; the problem of securing continuous occupation for all; the securing of proper conditions of labor; safeguarding life and health.
  4. The sharing of the returns through the distribution of wealth; how returns may be more justly shared.
  5. The securing of harmony in industry; the strife between labor and capital; its causes, methods and consequences; possibilities of solution.
- H.XII. Problems of American democracy; emphasis upon social, with their economic phases and political relations.**
1. The nature of group life; what constitutes society; the types and units of social organization.
  2. The home; a fundamental institution of society; changing status as an economic unit; standards in America; poverty; stability.
  3. Child welfare; preservation of life and health; freedom from toil; recreation; neglected and dependent children.
  4. The defective and delinquent classes; care and control by society of those who are unable to be self-directing members.
  5. Education in democracy.
  6. National integration; the problem of unifying the various races and classes that constitute the nation.

The following are interesting examples of bits of experimentation carried on in the University High School:

1. "Applied Civics" worked out under the direction of Miss Crystal Harford. This plan goes much beyond the usual schemes for student participation in the management of hallways or grounds or other school affairs. A Civic League was organized three years ago, which has drawn its aims, principles, and information directly from the regular civics classes. It has attacked and successfully dealt with such problems as discovering efficient leaders and securing general support for them, framing a new constitution for the Associated Students, and reforming the attitudes and practice of the school elections which had come to be treated as a joke.

2. An effective correlation of modern European history, with current events, worked out by Miss

Marion Brown. In place of the plan so common in schools of setting aside one day a week for current events, it was planned definitely to link the subject-matter of the history class with the current news. The days were set aside in such a way as to follow immediately upon the conclusion of the study of the history of a given country, or group of countries. At the beginning of the semester each student chose a country and was held responsible for keeping in touch with the current conditions and problems of that country throughout the term and for keeping a catalog of references to readings. One week before taking up the study of present problems in any country the special chairman made assignments with references to members of the class, and a program was planned for the day, including reports, pictures, discussions, etc., to connect the present events with the history which the class had been studying.

3. A method followed by Miss Olive Stewart for teaching a general survey course in economics in a concrete and practical manner, which is ordinarily supposed to be associated especially with a problem organization. One lesson was observed in which the teacher was reading to the class a luncheon menu and a little story of the problems of ordering the meal. There were blanks which the students were asked to fill and in order to do this they had to be thoroughly familiar with economic terms, with such factors as land, capital, business ability, the part of the state, etc., and with terms like "marginal utility." Questions were raised by the teacher that immediately precipitated lively discussion.

### 3. Detroit, Michigan

In Detroit also the device of "vertical supervision" has led to an effort to make "the social science curriculum continuous and organic." The inclusion in the staff of supervisors of school libraries and of visual education, the development and multiplication of platoon schools with specialization in grade teaching are other features of the administrative organization that have a special importance for the teaching of the social studies. The supervisor of social sciences is Mr. Arthur Dondineau and the administrative officer in charge of instruction and of supervisory work is Mr. A. S. Barr.

#### THE PROGRAM OF STUDIES AND UNDERLYING PRINCIPLES AND OBJECTIVES.

"All social sciences are related and so organized and presented as to correlate and co-operate with each other in attaining the objectives." This effort to build a continuous and organic course has been applied in elaborate detail to courses for grades I to VI and in briefer, tentative outline to materials for grades VII to IX, but not yet to the senior high school field. The results arrived at are indicated in the following outline:

##### Grades I-III.

Natural and Social phenomena. Materials drawn from nature study, elementary civics and history, and informal geography. Basic natural and social experiences.

##### Grade IV.

Geography of Michigan and "a general survey study of the United States." Imaginary journeys around the Great

Lakes to Michigan cities, including leading colleges and universities; to New York City, Washington, Philadelphia, Pittsburgh, Cleveland, Toledo, Boston, New Orleans, Galveston, and other points in the various sections of the country. Biographical and historical stories in connection with the geographical topics or places "visited."

##### Grade V.

Geographical units, South America, Central American countries, the regions north of the United States, the continents of Asia, Africa, and Australia. Emphasis upon the interdependence of countries and continents in their industrial, political, and social life. The study includes geographical, political, industrial, and economic features and social relations—the last named including racial characteristics and customs, history, citizenship, communication, education, religion, recreation, science, and inventions.

##### Grade VI.

Geographical units, Europe and the United States. "It is highly important that every pupil be given an idea of the geography of the world, in order that he may recognize the importance of world unity and the interdependence of nations." Geographical, political, industrial, economic, and social aspects are studied as in Grade V. Biographical stories in connection with the geographical sections of the United States.

##### Grade VII.

American history.

##### Grade VIII.

Recent history and civics.

##### Grade IX.

Survey of world history.

The general purpose of the social studies is defined in the following statement: "The main aim or purpose of the social sciences in the public schools is to provide the pupils with the basic knowledge and experiences of the past and present, which will give them an understanding of our present social situations and institutions, and thereby develop in them the desirable social abilities, attitudes and ideals which will stimulate them as individuals and groups of individuals to analyze and generalize their experiences to the end that they may better participate in the various social activities and institutions of our republican government now and in the future."

It is a cardinal principle that "in the instruction of the social sciences, undue emphasis has been placed on the content or medium, and not sufficient emphasis on the selection, organization, and presentation of instructional materials and on the ultimate goals." A striking feature of the course that has been worked out in detail for grades I to VI is the fact that it is set down largely in terms of objectives and outcomes, so much so that a close examination and an exercise in synthesis are necessary to collect from the 128 pages of the "Course of Study" just published a compact outline of the "content."

Preceding the course as outlined is a diagram showing the general objectives of the social science curriculum on the various grade levels. These objectives are quoted in the following lists, but in reading them it should be understood that if the diagram could be reproduced here it would indicate that the objectives of each grade are to be afterward continued in all succeeding grades:

##### Grade I.

To provide the child with the primary or basic experiences of the plant and animal world, and the world of natural phenomena which are necessary for a basic understanding and interpretation of the social phenomena, and our social institutions.



Training in initiative and the co-operation of individuals and groups, for the individual and general welfare.

The significance of the principle of majority rule in a social democracy.

The significance of the recognized rights of the minority in a social democracy.

The significance of individual and national thrift and the agencies of thrift—including conservation, production, and consumption.

The right of individual ownership and the protection of private and public property.

Training in the worthy use of leisure time.

#### Grade II.

Toleration.

An understanding of the significance of public institutions—home, school, church, etc.

#### Grade III.

The significance of public, and quasi-public utilities in their relation to community and national life.

An understanding of the significance of public education in a Republic.

#### Grade IV.

An understanding of the significance of trade, commerce, and industry as factors in our national stability, progress, and prosperity.

Nationalism and National growth—Industrial, Economic, Political, Social.

#### Grade V.

Internationalism through co-operation and friendship of nations in commerce, industry, language, diplomacy, and social relations.

The significance of the universal exercise of the franchise in a Republican form of government.

The training in the discrimination and evaluation of all facts, opinions, and evidence (the scientific method), but particularly those presented by the journal and press as applied to an analysis of present-day social situations.

The social heritage of the past developed through an understanding of the concrete contributions of the past to an analysis and understanding of our present-day social organization and social phenomena and the solution of our future social problems.

#### Grade VI.

A proper understanding of the significance and rights of labor, capital, and land as factors in our co-operative economic and social order.

The right of all people to earn a living and to enjoy life, liberty, and the pursuit of happiness.

#### Grade VII.

The assumption of responsibility for a proper community and national public opinion by each member of the social group.

#### Grade VIII.

The assumption of responsibility for standards of moral and social conduct by each member of the social group.

Turning to the course of study and beginning with grade I, "The Social Science Curriculum," one finds twelve "General Aims"; twenty-six "Suggestive Pupil Activities and Experiences Necessary for the Development of the Abilities, Attitudes, and Ideals"; eleven "Specific Grade Standards of Attainment"; six "Attitudes to Be Acquired," and four "Ideals to Be Developed." Then follow notes on equipment and reference material, visual education, and library assistance. Coming to grade III, one finds the same procedure, with the addition of "A Teacher's Plan of Organization" and a variety of "Suggestions for the Actual Carrying Out of Some of the Activities" outlined. This scheme is followed through grade VI, the organized "content" being shown only in the "Teacher's Plan."

The nature of the aims and outcomes listed are illustrated by the following examples:

#### Grade I. General Aims.

4. To learn the names and primary functions of the common plants and animals.

6. To develop a feeling of kindness and sympathy for all dumb animals.

8. To acquaint the child with the every-day natural phenomena, such as the sun, moon, stars, snow, rain, hail, wind, clouds, land, water, and fire.

10. To acquaint the child with some of the fundamental social institutions of the community, such as the school, library, and church.

12. To foster the spirit of group loyalty through their plays and games.

#### Grade I. Activities and Experiences.

3. Each pupil should cut and mount on paper some of the common flowers in season.

20. Each pupil should visit a nearby park (Belle Isle, if possible).

24. Each pupil should be given an opportunity to participate in a Special Day program: Columbus Day, Thanksgiving, Franklin, Lincoln, Washington, Memorial Day, and Flag Day.

25. Each pupil should be given an opportunity to vote as a member of a group in choosing his activities and games.

26. Each pupil should be given an opportunity to assume the responsibilities for the care of books, pictures and games, both at home and at school.

#### Grade I. Standards of Attainment.

9. The ability to recognize the importance of accepting the decision of the larger group in all games and school activities and to give proper consideration to the rights of the minority group.

10. The ability to recognize the right of ownership and the necessity of protecting private and public property.

11. The ability to practice thrift in the use of their books, pencils, toys, and clothes in school and at home.

#### Grade I. Attitudes to be Acquired.

5. To acquire a feeling of responsibility on the part of the child in protecting and caring for their own and public property.

6. To acquire the proper respect for the right of ownership and the personal rights of other members of the group in their games and other school activities.

#### Grade I. Ideals to be Developed.

Service, Self-reliance, Co-operation, Loyalty.

#### Grade VI. General Aims.

3. To help the pupil to understand the relation and significance of Europe to the United States.

4. To teach the geographical, political, industrial, economic, and social problems which have to do with each of the more important countries of Europe.

8. To teach some of the more important historical and social features of the important countries of Europe which have contributed to the progress of their civilization.

9. To provide for the teaching of special social science projects, such as postal and communication, immigration, and special-day programs.

11. To stimulate the pupil to realize that he is a part of the community and nation in which he lives.

12. To develop the feeling of ownership and civic pride on the part of the pupil towards public institutions and utilities.

21. To foster the spirit of toleration in school, at home and in dealing with other people.

22. To assist the pupil in evaluating, organizing, and focusing his ideas and experiences.

#### Grade VI. Activities and Experiences.

9. Each pupil should associate the names and locations of the principal cities of Europe with their geographical location, chief industries, and history.

10. Each pupil should be given an opportunity to study and discuss the special projects, such as communication, immigration, etc.

11. Each pupil should study the transportation facilities of the United States and Europe.

16. Each pupil should be given an opportunity to vote on school, city, and national affairs.

18. Each pupil should be given an opportunity to appraise the work of the class, evaluate his own contribution and measure his own growth.

#### Grade VI. Standards of Attainment.

3. The ability to comprehend the significance and the industrial and political relations of Europe to the United States.

4. The ability to understand the more important geographical, political, industrial, economic, and social problems of the various countries of Europe.

5. The ability to comprehend the significance and relation of the various countries to the United States.

12. The ability of the pupil to realize that he is a part of the community, nation, and world in which he lives.

18. The ability to evaluate, appraise, and discriminate reference material with which the pupil daily comes in contact.

22. The ability to select, evaluate, and organize knowledge on the subject under consideration.

#### Grade VI. Attitudes to be Acquired.

1. To acquire the feeling of ownership and civic pride on the part of the pupil towards public institutions and utilities.

3. To acquire a sense of the importance of being well informed before casting a ballot.

5. To acquire a feeling of appreciation for the protection which the government provides every citizen as one of the functions of government.

7. To acquire a proper attitude and a better understanding of the importance and necessity of the co-operation of land, labor, and capital to our economic and social order.

8. To acquire a spirit of toleration in school, at home, and in dealing with other pupils and the people of other countries.

10. To acquire a willingness on the part of the pupil to assume the responsibility for the proper conduct and control of their pupil activities.

11. To acquire a desire to read reference material found in the home, school, and public library.

13. To acquire an appreciation of the importance and significance of the conservation of our natural resources.

By what procedure was such a course worked out? First, Mr. Dondineau and his assistants compiled a list of what they "believed to be desirable goals in the teaching of the social sciences," and another of what they regarded as "the main defects or shortcomings of our social sciences in preparing the children to become active citizens in our present social organization." Then followed an examination of a number of books in the fields of history and economics to ascertain what outstanding social and economic problems have confronted this nation and other nations during their development, and a study of geography textbooks and treatises for light on such subjects as transportation, natural resources, and interdependence of states and nations. The results were partly checked from an examination of the files of several periodicals (for example, *Review of Reviews*, *World's Work*, *Literary Digest*, *Survey*), sometimes going back thirty years or more in order to see what contemporary opinion regarded as important.

The main objectives were then listed and distributed by grade levels in a suitable diagram; the specific aims and outcomes by grades were listed; and as far as practicable suggestions for attaining the desired results were indicated. All this material was mimeographed and after being discussed with administrative officials and groups of principals it was sent to all the teachers of grades I to VI and to all principals and associate principals in the city.

There followed group conferences of not more than 150 teachers, where a guidance sheet was distributed for aid in criticism and suggestions; then visits by the supervisor or his assistants to all the schools in the city, where personal interviews were held with the teachers in charge of trial instruction and with the building principal. After several revisions the course for grades I to VI was published in the autumn of 1923. Largely as a result of suggestions from the teachers and principals the published course includes outlines for teachers and suggests a division of each year's work into units with an assigned time allotment.

Pupil "activities" are a subject of wide interest and a visitor to the schools sees and hears much of "student government," pupil participation in school management, scouting organizations, and clubs representing scores of special interests. There is relatively little direct correlation between these activities and the classroom studies in civics and history, though one hears some expressions of opinion that indicate a tendency in that direction.

The need of cultivating direct community contacts and interests seems to be clearly recognized. While there is no systematic plan like that in operation in Minneapolis (described in a later section of this report), not a little has actually been done. It is now an established custom to conduct in the schools an "election project" whenever a municipal, state, or national political campaign is in progress. With the aid of mimeographed bulletins distributed by the department of social sciences, the issues and candidates are discussed, the campaign is followed, and on Election Day the pupils vote on a printed ballot especially prepared for the purpose. Results are tabulated and announced. Mimeographed bulletins dealing with subjects of civic interest are distributed from time to time and every teacher is supplied regularly with the *Legislative Bulletin*, published weekly by the Detroit Bureau of Governmental Research, and *Public Business*, published every two weeks by the same Bureau. A special booklet on "Detroit's Government," over a hundred pages in length, has been published by the city and is placed in the hands of pupils in the appropriate classes.

A feature of the Detroit school system is the special attention given to the problem of libraries. The senior high schools, intermediate (junior high) schools, and nearly all of the fifty or more platoon schools are equipped with special library rooms and supplied with trained librarians. In some cases at least work of an exceptionally effective character is being accomplished in training children to use standard reference books and to find materials on a topic or problem which they have undertaken to study. An observer who was disposed to be facetious might remark that these libraries are equipped with everything but books. The scanty supply of reading material in many of the libraries is being increased, however, and it has doubtless been a wise policy to provide first of all a suitable place and suitable leadership to insure the helpful use of books. To

those who believe that really fruitful work in the social studies cannot be done without much more extensive reading than textbooks can provide, the

school library development in Detroit, under the direction of a special supervisor, will appear to be a collateral feature of prime importance.

## VI. Pupil "Activities" and Community Contacts

It was explained in the introduction to this report that its scope is limited to the social studies and no attempt is made to cover the broader field of civic education. Opportunities that presented to observe pupil activities or devices for direct community contacts and participation have been utilized. The accounts that follow in this chapter are limited then to those cases in which the activities in question are directly and closely connected with the regular classroom study.

### 1. The Minneapolis Plan

The good teacher of civics, anxious to make his work genuinely practical and effective, has long been accustomed to resort to such devices as taking his class to visit a courtroom or legislative assembly, or occasionally inviting a public official to speak to the class or to a group of classes, and to have his pupils collect official documents. The introduction of community civics and the great interest in that field of work has resulted in renewed interest in this practical problem of actual observation and first-hand study of governmental agencies or other community activities or undertakings.

This problem presents serious practical difficulties. Where classes are large, perhaps numbering hundreds in their different sections, it is impracticable to take them to visit courts or city councils or state legislatures, and under any circumstances this kind of thing can be done only occasionally. It would be still more difficult to arrange any systematic plan of this kind in connection with all the schools of a large city. Neither is it feasible to have public officials continually and regularly visiting all the schools throughout such a system. If classes, or even committees from class sections, were regularly sent to visit governmental departments and public officials, they would soon be regarded as a nuisance. In short, the practice which is generally regarded as excellent is feasible when practiced occasionally by a few teachers with small classes, but wholly impracticable as a part of the routine organized work of the school system. Even in the matter of obtaining materials, there might be embarrassing consequences if all the teachers of civics in a large city should undertake to obtain regularly the reports and documents of the various officials and departments and civic organizations.

In Minneapolis these problems have been met in an ingenious manner by Mr. W. H. Shephard. Community civics (Community Life Problems) was introduced into the city schools in the fall of 1922, but no official supervision was provided. Mr. Shephard, who is Head of the Department of History and

Civics in the North High School, was relieved of a few periods of classwork and asked to serve as chairman of the 35 or 40 teachers of community civics. He accepted this assignment as an opportunity and worked out a plan for community contacts on the part of the pupils which seems to be unique.

Every teacher of community civics (ninth grade) in the city was asked to have his class elect a delegate each week to attend a general assembly of delegates from all the community civics classes of the city. Each week this meeting is addressed by a public official or the representative of some community organization, industry or profession, or the group pays a visit to one of the courts, or to an industrial plant, or a newspaper office, or some other enterprise of community interest. When an address is made to the group of delegates the speaker is asked to follow as far as practicable an outline which is given him in order to insure, if possible, that he will tell the things which the pupils would like to know. When the speaker has finished his statement the pupils are invited to ask questions, which they do with great freedom. Each pupil delegate takes notes of what the speaker has said and of the facts and points brought out in the questions and discussion. Each delegate then returns to his own class and at the next civics period it is his duty and privilege to report everything of interest in connection with the delegates' meeting.

This plan has the advantage of making pupil contacts with the community through its officials and leaders a regular feature of the work. It is possible to plan the meeting in such a way as to correlate directly with the classroom work in the social studies. During the course of the year each pupil in the class has the opportunity of attending one of the meetings and thus enjoying the first-hand experience and the opportunity of bringing the news to the class and having the satisfaction of contributing directly to the work of his own class community.

Printed material or mimeographed sheets dealing with civic conditions and problems (political, economic, or social) are sent out to the teachers weekly. In this way it is possible to secure reports, pamphlets, and bulletins in quantities with a minimum of trouble to officials and to distribute them with a minimum of effort to the teachers. Specially prepared mimeographed bulletins are also sent out frequently in order to suggest materials to obtain, meetings or other items of interest, and opportunities for special or volunteer "group projects." Teachers are invited to attend all the meetings and excursions of pupil delegates.

The places visited last year included mail order houses, insurance companies, banks, manufacturing



plants (the Ford Motor Plant, leather goods, steel and machinery, flour, lumber, paper), furniture stores, and the like. Visits by the groups of delegates usually including conferences with officials were made to the juvenile court, criminal and civil courts, naturalization court proceedings, the civic and commerce association, and so on.

## 2. Community Civics Through Practical Investigations (Fresno, California)

Mr. Walter P. Hepner, of the Fresno, California, High School, has experimented for several years in approaching each topic of the entire series in community civics through preliminary investigations by the pupils. In some places his directions resemble the "Questions" and "Exercises" that are found at the ends of chapters in textbooks. In Mr. Hepner's plan, however, the "Problems for You to Investigate," as he calls them, are not an optional extra to be used if there is time when the chapter has been studied, but are the means of approach and an essential part of the study of the subject.

The nature of these practical exercises can best be shown by quoting samples:<sup>3</sup>

The Newspaper in the Community.

Problems for you to Investigate: The Purposes of a Newspaper.

- I.
  - A. Get recent copies of any newspaper published near your home. Clip three examples of headlines and first paragraphs of each of the following kinds of news reports:
    1. Foreign news dated in a foreign country.
    2. General news of interest to the whole nation, like reports of industrial disputes, session of Congress, affairs of well-known people, large public gatherings, etc.
    3. News of special interest to residents of your state, like changes in the plan of automobile registration, work of state officials, etc.
    4. News of interest to your local community.
    5. Sporting news.
    6. Commercial news.
  - B. Clip two or three editorials which interest you.
  - C. Clip one display advertisement, not necessarily a large one, and a group of classified advertisements.
  - D. Clip one special article.  
Paste these clippings in order in your notebook. Label each group.
- II. Study the clippings carefully with a view to answering the following questions about each one:
  - A. Why did the editor publish this news item, or editorial, or advertisement?
  - B. Is it any part of a campaign to shape public opinion in our community? If so, in what way?
  - C. Does it reflect any special interest of the owners of the paper? If so, what?
  - D. Is its publication a source of revenue to the paper? To the owners? To any one?
  - E. Do the news items deal with things that are settled or things under discussion? Do they give the reader a complete picture? Where do you go to find out the beginning, the middle, and the end of a controversy?
  - F. Is the paper using its space for sensational articles at the expense of more solid material? If so, why?
  - G. Do you think that systematic reading of a newspaper is worth while? Why?

Communication and Transportation.

Problems for You to Investigate: Fire Protection in our Community.

- I. Get a map of the community in which your school is located. On it show:
  - A. Fire stations.
  - B. Boundaries of districts served by each station.
  - C. Recent fires.  
You will probably be able to get a list of recent fires from the Chief of your Fire Department. Appoint a committee of your class to write for this information. Be sure to state what your reasons are for making the request.
- II. Study your map with a view to answering the following questions:
  - A. Why are the stations located as they are?
  - B. Why are some districts smaller than others?
  - C. Are the recent fires evenly distributed over the community, or are they grouped? If so, find out reasons.
- III. From your town or city ordinances find out:
  - A. What laws are in force to protect people in theatres and in assembly halls against fires?
  - B. What special laws are there to prevent fires in the business district? Ask your father or any business man whom you know. Many fire departments issue bulletins of special interest to business men. If possible get one.
  - C. Do your laws require fire drills in schools? What can you do to make these drills of greater value in case of fire?
- IV. From reports of the Chief of your Fire Department find out:
  - A. Fire losses in your community during the past year.
  - B. Comparison of these losses with those of the previous year.
  - C. Chief causes of fires.
- V. Through a committee of your class arrange for an excursion to the engine house nearest to your school and for an explanation of the local work being done to fight and to prevent fires.

Citizenship in Our Democracy.

Problems for You to Investigate: Our Neighbors from Other Lands.

- I.
  - A. From the United States Census of 1920 find out the following facts for your state:
    1. The number of foreign-born residents.
    2. The countries from which they came.
    3. The counties in which they reside.
  - B. On a small outline map of your state showing counties, indicate the counties whose population is less than one per cent. foreign-born; from one to five per cent.; from five to ten per cent.; over ten per cent. (Devise a color scheme so that all maps made by members of the class will look alike.) File this map in your notebook.
- II.
  - A. Get or make a large map of your school district, showing streets, roads, etc. Let each member of your class be responsible for exploring the section nearest his home. Find out:
    1. Nationalities represented in your neighborhood. (Your parents will probably be able to help you. Also tactful conversations with your neighbors and their friends will help.)
    2. Reasons why these people came to America. Have they realized their ambitions? If not, can you see why? If so, explain their success. (Assistance from parents and neighbors will help you answer these questions.)
  - B. Devise a color scheme to show areas in which the different nationalities reside.
- III.
  - A. Do the different nationalities in your community do different kinds of work? If so, find out reasons.
  - B. Is your community trying to Americanize recent arrivals? If so, appoint a committee to write

an invitation to some citizen interested in this work to speak to your class. Take careful notes and file them in your notebook.

- C. How many aliens are in special citizenship classes in your night schools preparing for naturalization? Appoint a committee of your class to visit a naturalization class and to report their impressions to you.
- D. Get reports of the Bureau of Housing and Immigration at your state capitol. Find out what your state is doing for immigrants.

### 3. Community Organization in Class and School (Rochester, New York)

Since the organization of the first junior high school in Rochester in 1915, Mr. C. E. Finch, Director of Junior High School Grades and Citizenship, has been experimenting with the problem of tying together the social studies and the "extra-curriculum activities." Like a number of other students of the subject he is considering the possibility of making "activities" an essential part of the curriculum. "Student government" in a variety of forms and the organization of classes for parliamentary procedure are now very common, but in most cases have little, if any, organic relation or direct correlation with the study of history and civics. One example of the effort to make this correlation has already been described in connection with the section on the social studies work in Oakland, Calif. Mr. Finch has made it his special interest and ambition to work out the problem on an extensive scale in all the junior high schools. He confesses that he is "far from having reached any settled conclusions with reference to this matter," but nevertheless is convinced that great gains have been made and that the problem can be worked out successfully.

Each class in the junior high schools begins the year by effecting an organization with the usual officers and practice in conducting its business by parliamentary procedure. This is common enough, but in the Rochester classes attention is especially focused on the idea of the class as a community, and this idea is used as the point of departure, especially in community civics, and is kept constantly before the pupils and brought into relation with the successive problems dealt with in the social studies. Moreover, the school as a whole is organized as a community. In the Washington Junior High School, for example, the president, vice-president and secretary-treasurer from each of the fifty-one classes joins the others to form three school cabinets, one of presidents, one of vice-presidents, and one of secretaries. Formerly the cabinet of presidents elected a president of the entire School Community, but afterwards this custom was changed so that now the cabinet of presidents nominates three candidates and from these the entire school elects a community president. A pledge of allegiance to the school has been formulated and is constantly used in class meetings and school meetings. A system of class honors has been devised, with special awards to a class that has performed some special service for the school. At the Jefferson High School (opened in 1919) there is

a similar plan, each home room having a special name and motto, and electing committees to help in the care of lunchroom, locker-room, corridors, park, etc., and to form a basis for organizing the Student Association for the whole school.

When Mr. Finch is asked what he considers the distinctive feature of the system as compared with the students' councils and varied types of participation found in Detroit, Berkeley (California), Minneapolis, and numerous other cities, he emphasizes the point that these organizations are an integral part of the curriculum, not simply a branch of it, and are blended with the teaching of the social studies and particularly so in the case of the community civics.<sup>7</sup>

### 4. Theory and Practice of School Citizenship (Long Beach, California)

The Polytechnic High School, Long Beach, Calif., is working with the same problem just mentioned in connection with Rochester. (Miss Jane Harnett, one of the best-known teachers in California, was at the head of this department for many years. She was succeeded by Mr. Charles F. Seymour.) A regular course, called "School Citizenship," was tried for several years in the ninth year, then revised and extended, and is now offered under the title "Citizenship." The object of the course is "to prepare students to function as citizens in high school during four years; and to continue to function as citizens, after the completion of high school, in city, state, and nation." The class is organized for parliamentary procedure and constant "participation in activities of school and city." Emphasis is placed "upon history in the making, through daily reading of the newspapers and weekly reading of news magazines." "Standards by which to gauge individual responsibilities and privileges as citizens" are sought and there is some effort to introduce vocational guidance. The main topics of the course are:

- I. Relation of the individual student to the school group.
- II. Medium of communication of current ideas in social groups.
- III. Society or group life—general considerations.
- IV. Organization of class group.
- V. Citizenship or individual participation in group life:

The group and its members, the home group, the class group, the school group (3 weeks on this topic), the city group, brief allusion to state, national, and world groups, political parties, certain economic groups.

Correlating further with the class organization and the social studies courses is the Poly Civic Club. "Its purpose shall be to unite the Civics, U. S. History, Economics, Social Problems, Citizenship, and other interested classes for actual practice in the fundamentals of government and the principles of democracy, and the development of responsible, active, progressive citizenship in relation to all school and civic affairs. . . . Every member of every Civics,

U. S. History, Economics, Social Problems, and Citizenship class shall be a member of this organization. Other classes, together with the members thereof, may be admitted to membership in this organization. Each teacher of a chapter shall belong to this organization."

A simplified outline of parliamentary procedure has been printed in a four-page leaflet and distributed to every student. Much of the work of the regular

class hour is conducted under parliamentary forms. Observation in a number of classrooms showed that this procedure is varied according to the judgment of the teacher, who sometimes takes charge of the class after brief preliminaries, and at other times allows the exercise to go through the hour with the pupil chairman and secretary in charge. It seemed to be the rule in the latter case, however, that the teachers actively participated in the proceedings.

## VII. Some Types of Composite Organization

### 1. The Project As a Basis for Curriculum Organization

"Project" is the term now heard in all parts of the country, a popular catchword or the symbol of revolutionary reform according to the point of view. If the project *method* and the observation of various efforts to apply it in classroom instruction had to be dealt with here it would doubtless be impossible to maintain that purely objective treatment so strictly enjoined upon the writer of this "descriptive and analytical" report. We are concerned, however, with the curriculum.

Even with this particular aspect it is difficult to discuss the subject within brief limits because the term "project" is applied in such a variety of ways and because there often appears to be no distinction in the practice between the project, the problem and the topic stated in question form. Some people would not apply the term at all to study from books.

Perhaps the most influential protagonist of the project method in the sense in which it is applied in teaching history and civics is Professor W. H. Kilpatrick of Teachers College.<sup>4</sup> "The essence of a project is a purpose," he states, and while a variety of things may be done with a purpose, he thinks the most valuable history project, especially for advanced grades, is the purpose to solve some problem,—in the case of history a problem "located in a historical setting."

In discussing the relation of the project to the curriculum, one is obliged to speak in terms of the outward form, disregarding the question of purpose which it is assumed the pupil has. Some teachers speak of projects, others of problems and still others of project-problems. If any large topic is worked out at length for the purpose of answering a question or problem the usual subject lines are likely to be disregarded. Consequently a course organized largely in terms of projects or problems will be, to some extent at least, a composite course.

If the idea of doing something the pupils want to do is applied radically enough, the result is that the class chooses both the topics and the order in which they will be studied and thus to greater or less extent make their own course of study. On the other hand, the teacher or a curriculum committee may construct the course in terms of problems or projects and leave

it to the instructor's teaching skill to arouse that interest or "motivation" which will lead to a "purposeful act." There are now a number of teachers working on each of these plans.

For example, in the Rochester Junior High School, each topic is approached through a problem. For instance, when transportation and communication are to be studied the teacher undertakes to interest the children in the problem, "To find out how and why the government, local, state and national, is interested in maintaining and improving means of transportation and communication." In the same way the Declaration of Independence is studied through the problem, "Why did the colonists finally declare themselves independent of Great Britain and what is the meaning of the Declaration of Independence?" At the Longwood School of Commerce, Cleveland, Ohio (under the direction of the principal, Mr. Connors, now assistant superintendent) a tentative course in world history was worked out last year, the entire content being approached through twenty-six problems. The last five of these are:

22. How did France become a free nation?
23. How did Germany become united and at last free of her war lords?
24. How did Italy finally emerge as a modern state?
25. How did England develop her vast empire, commercial power and wealth?  
How did her laboring population emerge as a powerful political and social group?
26. Show how the Great War of 1914-1918 grew quite naturally out of the history of Western Europe.

A new course of composite character now being constructed for the Junior High School of Lawrence, Kansas, presents another illustration. For example, the general topic, "Development of a National Democracy" in American history is studied through such questions as these: "What changes in American life came as a result of the Industrial Revolution?" "How was education made available for the rapidly growing population of the United States?" Examples of this kind could easily be multiplied. The idea was applied extensively to the history and civics work in the elementary schools of Lawrence, Massachusetts, under the direction of Miss Blanche Cheney of the Lowell State Normal School. (The experiment of



which this work was a part has now been discontinued.)

As other teachers used the method, the plan of giving the pupils a considerable measure of choice about topics and order of study is applied, for example, by Mr. Horace Kidger, of the Technical High School, Newtonville, Massachusetts, with very little regard for the usual subject or course divisions. Mr. Roy Hatch, of the Horace Mann School, Teachers College (Columbia University), has applied the method extensively and has carried on a vigorous propaganda in its favor. In practice he has found it desirable to limit the ground of choice to such a general field as American history, or modern history since 1900, and to make a point of having certain major aspects of the field (such as Westward Migration in American History, or the Growth of Nationalism and Democracy) covered. Mr. Hatch has described his procedure at length in recent numbers of the *HISTORICAL OUTLOOK* (June, 1920, and February, 1922, pages 50-59). Large portions of these articles have been reprinted in the *Teachers College Record* (November, 1920) and the *Year Book of the National Society for the Study of Education*, II, 1923, and elsewhere. It will therefore be easy for any interested reader to obtain full details. One or two examples of his projects may be given for comparison: How did France become a republic? How did constitutional government come to England? How did Italy become something more than a "geographical expression?" Why is Japan one of the leading nations of the League? Why is Ireland demanding Home Rule (1920)? The progress of labor and how it affects us today. This year the opening project in the modern history course of the senior class is, "What in the past history of Russia has led to the present situation, and what are some of the possible outcomes?" This project occupied nearly two months and was followed by a similar one on Germany, the plan this time seems to work out to something like Dr. Harriet E. Tuell's *The Study of Nations*.<sup>5</sup> As an example of the results expected by the instructor, the following excerpt is included from a pupil's test paper at the end of the Russian project. On the final examination the question was asked, "What are some of the possible outcomes in the Russian situation?" The following answer was graded "A":

Bowman seems to think the reign of the Bolsheviks has set Russia back several hundred years in her progress of civilization, but I am not so sure. I think that the people who have so long been held in check and have for centuries been trodden under foot are practically overcome with their new freedom. Really the sudden change has quite intoxicated them, and I think it seems very human. Gradually they will come to see things in a saner light. For instance, the Bolsheviks started out to have government ownership of everything. They had the workers in the factories rule themselves. Naturally, this did not work so well, and the Bolsheviks have remedied it somewhat. I think the same thing will happen in many other ways. Her people will be educated and she will develop into a fine nation, with something to contribute to the other nations. For instance, in Russia the professors and people more vitally interested in education form a distinct political group. This group is very much interested in the government and is rather powerful. In many of the other nations, I am thinking

particularly of our country, the more intelligent and cultured people do not form a definite political unit and it is very, very often that the poorer educated men are the representatives of the people. I do not doubt that the Russian peoples may have other admirable characteristics which may prove beneficial to other countries.

Therefore, I maintain that it is not very thoughtful of us to pronounce too harsh a judgment yet upon Russia when her people have for so short a time been free.

It may be added that some teachers are undertaking to apply the psychology of the project method to an organized chronological course in history. Miss Mary Ott, of Frederick, Md., has used the plan effectively in this way, as well as in the civics courses.

## 2. "Job Analysis" for Courses that "Function in Real Life" (University High School, University of Missouri)

Under the supervision of Professor J. L. Meriam, the university schools, both elementary and secondary, have been developing through a long period of years, radical departures from the ordinary practice both in curriculum and in method. These schools are often referred to as built upon the doctrines of Professor Dewey. Professor Meriam, while professing great admiration and indebtedness to the Dewey philosophy, states that his theories have grown out of his professional experiences and studies and that his results rest upon those foundations rather than an effort to carry out the theory of any other educator.

Under a system of term divisions at the University it happened that the University schools closed their session in the middle of May and as the Investigator's visit, made *en route* to the far west, occurred at just that time, the occasion was unfavorable for proper observation or conference. Mr. Meriam has been kind enough to prepare a statement and it seems best to make this the core of a brief account of the social studies in the University High School.

"The present status of the social studies—including history—in the University High School is the product of the efforts of the superintendent and supervisors during a period of fifteen years. From 1904 to 1908, the conventional history was presented in the conventional way." Seven graduate students in succession have prepared, under Professor Meriam's direction, theses on such subjects as the teaching of American history in the form of problems, presenting European history incidentally in connection with present-day problems, social industrial problems, questionnaires to adults regarding studies of most value for good citizenship, and the like. A number of investigations are projected regarding other questions, such as newspaper and periodicals systematically read, participation in civic activities, etc.

"One simple objective has been dominant throughout: To provide these high school students with information and with habits that readily function in ordinary life. It has been assumed that those studies

and habits that most directly function in real life must be of a concrete and specific character. That is, the subject-matter for study is secured just as in modern studies for the industrial worker, viz., by 'job analysis.'

"This analysis of the 'job' of social and industrial life has not been made in what may be claimed a scientific method. These topics, or titles of problems, have been collected from textbooks, from special studies of social-industrial life, from the current press, from observations, and from experience of teachers. Thus this selection is more than an empty guess. However, after this work has been in progress some years, it is possible to apply scientific methods by way of investigating the effectiveness of this work. Obviously, it would not be at all appropriate to measure this work in terms of the very work it is proposed to improve. The measure of value must be in terms of the extent of realizing the objectives, as indicated above, providing the student with information and habits that function in moral life. . . .

"Eighty-one topics or problems have thus far been fairly well developed—neither the number or the nature of the problems will remain static. These problems change from year to year by reason of changes taking place in social life and especially by reason of changes in point of view and methods of study. There is surely no virtue in eighty-one or any number more or less.

"The distribution of these topics between grades VII in the junior high school to grade XII in the senior high school has been largely arbitrary. Experience in trial and error will probably call for continual changes. Certain principles or policies determine tentatively the present distribution.

"1. Grades VII-VIII. A wide range of activities, largely of a vocational nature. Vocational guidance is largely dependent upon industrial intelligence in those to receive guidance.

"2. Grades IX-X. Those social-industrial topics which are the more simple and which are of the more importance for the rank and file of citizens.

"3. Grades XI-XII. Those topics which are somewhat more difficult and which will be of more importance to those who become leaders in civic life.

"4. Do not neglect 'history' when a knowledge of the past functions in the treatment of present-day problems, and some historical problems are so important in providing a viewpoint that they have a place on par with the others; for example, Industrial Revolution in England and the United States; The Growth of English Liberty.

"5. Sequence of topics in any grade is unimportant. A variety of circumstances affect the selection of topics. No one topic is a prerequisite to any other, though a study of some contributes much to the study of others.

"The tentative program (1920-1923) is in part as follows:

Grades VII-VIII: 1. The farmer; 2. The fisher-

man and the fish industry; 3. The banker; 22. The lawyer and his client.

Grade IX: 1. Recreation; 2. Communication; 3. Municipal growth; 14. The organization and history of charity.

Grade X: 1. Government and problems of state; 2. Labor problems; 3. Civic beauty; 15. Growth of the West.

Grade XI: 1. Modern struggle for democracy; 2. Public wealth; 3. Municipal government; 14. European nations interested in exploration

Grade XII: 1. Immigration; 2. Crime and delinquency; 3. Public Utilities; 16. Foreign affairs of the United States."

Professor Meriam is preparing a book that will describe all phases of the work as well as the social studies in the University High School. His *Child Life and the Curriculum* (World Book Company, 1920) gives an account of the elementary school.

### 3. World History as a Basis of Integration

A COMPOSITE COURSE FOR GRADES VI TO VIII, PROPOSED BY DR. D. C. KNOWLTON, LINCOLN SCHOOL, TEACHERS COLLEGE, COLUMBIA UNIVERSITY.

Dr. Knowlton was secretary of the Committee on History and Education for Citizenship in the Schools (second Committee of Eight), whose proposed program is outlined in the *HISTORICAL OUTLOOK* for June, 1919 (pages 349-351). This Committee advocated a course in world history including the United States for grades VII to IX, and for grade X, "Progress Toward World Democracy, 1650 to the Present." "The purpose of the experiment [at the Lincoln School] is to give form and body to that report so far as it applies to the junior high school and to the tenth grade, with the difference that the body of material in history for the junior high school is organized and presented as a part of a unified course in the social studies. . . . History is taught in close connection with the geography, economics, political science and sociology appropriate to these grades," and the survey of world history for grades VII-VIII is worked out so as to provide constantly for such contacts. "Integration" is used to indicate the relation of the subject-matter drawn from the various fields. At the same time Dr. Knowlton emphasizes the purpose "to conserve the values presented by the organized fields of knowledge represented by the social studies, recognizing their distinctive contributions."

The first task attempted is to determine the type of problem possible with students of this grade, and this is done by an examination of standard textbooks in world history and American history. At the same time each problem or exercise is formulated so that it "contributes directly toward a better understanding of history as a distinct field of knowledge, i. e., there are problems of time, place, change, development, and the like. It is further assumed for purposes of experimentation that this type of problem contributes to the thinking of the pupil and

to a better and clearer understanding of current problems." The material for these problems and exercises is worked out in story form and as concretely as possible (the samples available showing some vivid and striking narratives and descriptions). "Great sweeps of time and action calculated to give a student a feeling for the great world movements as they have to do with our own country and the world at large" are indicated. "Visualization is the principal medium utilized . . . through pictures, maps, documents, dramatizations, etc." As the materials are prepared in form for the students they are mimeographed and tested in the classes. The following outline will indicate Dr. Knowlton's integrated treatment of world history for grades VII-VIII:

- A. The Development and Spread of Civilization (to about 1500).
  1. The Valley Civilizations: The Nile; the Tigris-Euphrates; The Assyrians; Palestine.
  2. The Mediterranean Civilization: The Phoenicians; The Greeks; The Roman World.
  3. The Plain; Invading Tribes; North Europe—The Teutons; Plains of Asia—Tartars and Mongols.
  4. The Oases; Arabia; Mohammedanism.
  5. The Ocean; The Discovery; Iberia.
  6. The Ocean; Ocean Power; Holland and France.
  7. The Ocean; Ocean Empire; Britain.
  8. The Forest; Russia; Germany.
  9. The Land of Rivers; China.
  10. Warm Lands; India.
  11. African Grasslands.
  12. The New World; Spain in America.
- B. The Rival Colonial and Commercial Powers and the Commercial Wars of the 18th Century.
  1. Europe Extends its Colonies and Commerce over the Whole World.
    - a-d. Portugal; Spain in America; Dutch in Asia; England and France in America-Contest.
    - e. Revolt of American Colonies from England.
- C. Reconstruction, Progress, and Growth in Europe and in N. and S. America.
  - a. French Revolution and Napoleon; Affairs in America.
  - b. War between Great Britain and America.
  - c-d. Belgium, 1830; German Confederation.
  - e. Revolt of Spanish Colonies in America.
  - f. European Policies and Monroe Doctrine, 1823.
  - g. Westward Expansion in United States, 1800-1820.
  - h. Industrial Revolution.
  - i-j. Unification of Italy, 1861; German Empire, 1871.
  - k. Austria Hungary, 1866.
  - l. Civil War in the United States, 1829-1865.
- D. The Merging of the United States and European History into World History—Growth of Civilization.
  1. How Peoples of the Globe have been brought together by Improved Means of Communication.
 

Steam Navigation; Suez Canal, 1869; Panama Canal, 1881-1915; Steam Railways; Mail; Parcel Post; Telegraphy; Telephone; Wireless; Cable. Trade Competition; Work of Missionaries.
  2. The British Empire in the 19th Century; India; Canada; Australia; Africa.
  - 3-4. Russian Empire; Turkey and Eastern Question.
  5. European Interests in the Far East; China; Japan.
  6. Struggle for Africa.
  7. American Expansion since the Civil War—The United States a World Power.
  - 8-9. The World War; Conditions and Problems of the Hour.

"In the tenth grade the materials have also been organized about specific problems of a grade appropriate to the students taught and to the unfolding

of the subject—history." The purpose is "to find out what problems will carry the content and what students can do within the definite time limits set in securing an appreciation of modern times." The work of the student is kept on file with the idea of ascertaining "the minimum essentials of such a course."<sup>6</sup>

#### A MINIMUM COMPOSITE COURSE IN ONE YEAR, MISSION HIGH SCHOOL, SAN FRANCISCO.

Mr. George E. Nunn and his associates in the Mission High School, San Francisco, have been experimenting for several years with a composite course in the tenth grade, designed to present in one year the minimum essentials for high school students in the social studies. This result is sought through a course organized as a survey of world history since the Crusades. The term "world history" is used in its proper sense as a distinctly different thing from European history. Mr. Nunn believes "that the frontier contacts of European culture were more fertile in bringing about the changes which constitute modern progress than the local contacts of similar European cultures." Consequently, the course makes a special feature of the expansion of Europe overseas and the resulting influence upon Europe and other parts of the world, accepting the idea which Professor W. R. Shepherd, of Columbia, has urged for a number of years in his lectures and writings on the expansion of Europe. Time is saved for this study of the broader aspects of world history by abandoning the national treatment of European history in favor of a narrative told in terms of the dominant European power at any given period.

Mr. Nunn and his associates believe that all necessary work in the social studies for high school students can be incorporated in this survey of world history. "The world story naturally brings in world geography, political, physical, and commercial; the world-wide race contacts permit a natural introduction of all required sociology; the historical development of governmental and economic problems furnishes more concrete material for elementary study of political science and economics than the textbook presentation based almost entirely on recent or present-day government and economic questions." They propose that in the tenth year ten hours a week, a double period daily, be allotted to the world history course, this allowance corresponding to what is granted to the science courses. About two-thirds of this time should be devoted to supervised study and about one-third to class recitation. The classroom ought to be equipped with a good departmental library and working materials approximating in cost the equipment of a science laboratory. Extensive reading should then be encouraged, for wide reading is much more important than either recitation or writing. Probably "term papers" ought not to be required; twenty-five pages could be read for every manuscript page that is written and the reading is worth much more. The teacher could determine by individual conferences with the pupils what progress was being made.



It is not possible to include here illustrative detail to show how the idea is carried out, since Mr. Nunn and his associates are planning to embody their ideas in textbooks and do not wish to give out the details of the plan in advance. They propose two textbooks of about 350 pages each, the first covering the period from the Crusades to the French Revolution. The first book of the series has been written but is undergoing revision. It was possible, however, to observe a class exercise in this course. Mr. Nunn proceeded largely by the lecture method, not because he believes in that method for high school pupils, but because the necessary materials were not yet available. The subject was the series of wars commonly spoken of in American history as the Colonial Wars. Mr. Nunn treated this from the point of view of world history and included events both in the old world and in the new, pointing out their relations and making constant reference to maps, with much emphasis on geography. The lecture led up to and included an account of the war of Frederick the Great against Austria and the Seven Years' War, with American events included.

## Conclusion

The scope and character of the investigation assigned to me were fully explained in the introduction to the first part of the report, published last month. The present installment brings to an end my official report, but not I hope the fruits of my investigation, and I have in mind the addition of a supplement in the near future.

Interpreting "experimental" in a very broad sense, I have described not only the more ambitious and comprehensive undertakings, but examples of other typical forms of unconventional work. It was necessary to limit the scope of the report to the secondary field (junior and senior) and to courses intended to unify and make continuous the work of the twelve grades. The latter, in fact, fairly well illustrate the points that would appear in a special chapter on three or four courses in elementary schools. It is hardly necessary to say that much interesting and excellent work has come under observation which for one reason or another could not be included in this report. Certain questions of method are now the subject of much interest and I am inclined to publish a little later some account of my observations in that field, for example, the variety of procedures that may be observed under the name of "socialized recitation."

Although I am omitting here a summary and interpretation of the general tendencies and outstanding problems in the field, it is my intention to discuss that subject in an early issue of THE HISTORICAL OUTLOOK. Correction, criticism, and comment on any part of this report will be gratefully received.

## Notes to Professor Gambrill's Report

<sup>1</sup> Bulletin 23, 1915, United States Bureau of Education. Dr. Barnard was chairman of this committee.

<sup>2</sup> Report of the Survey of the Public Schools of Philadelphia, 1922, volume IV, chapter xii, Social Studies, the high school section of which is based on the report of Professors Edgar Dawson and J. M. Gambrill.

<sup>3</sup> Mr. Hepner, like so many other experimenters, has planned to incorporate his ideas in a textbook. This is to be called *The Good Citizen*, and will be published by Houghton Mifflin Company.

<sup>4</sup> His article, *The Project Method* in the *Teachers College Record*, September, 1918, reprinted as a pamphlet, has been very widely read and quoted. In THE HISTORICAL OUTLOOK, June, 1922, he has an article entitled "What Shall We Seek from a History Project?"

<sup>5</sup> In a book of this title, Houghton Mifflin Company, 1919, Dr. Tuell, of the Somerville, Massachusetts, High School, described her plan of teaching modern history through the study of the leading nations.

<sup>6</sup> Knowlton and Howe's textbook on the *History of Modern Europe*, published in 1917, is to be rewritten to embody "the results of this testing of content and problem."

<sup>7</sup> Mr. Finch has recently published a textbook in community civics (*Everyday Civics*, American Book Company) in which the opening chapter is devoted to "organizing the school as a community" and at the head stands the "Problem: To discover the meaning and the value of organization as applied to a school or class."

## Fourth Annual Meeting of the National Council for the Social Studies

The National Council for the Social Studies will hold its annual meeting during the N. E. A. week in Chicago in February (24-28). There will be two half-day sessions, together with a luncheon.

The topics will be:

- (1) Experiments in the Reorganization of the Social Studies in Junior and Senior High Schools.
- (2) Critical Evaluation of these Reorganizing Experiments from the Point of View of the Historian.
- (3) Educational and Ethical Guidance as a Phase of the Social Studies Program.
- (4) The Dawson Report on the History Inquiry, with discussions of this report by a sociologist, an economist, an historian, a geographer, and a political scientist.

Luncheon speakers of national prominence will discuss the objectives of the social studies and the various problems which the researches of the Council are endeavoring to solve.

## New Mountings

### For Denoyer-Geppert History Wall Maps

#### PLAIN OPEN RACKS

#### **-16A Mounting. Plain Open Rack**

This mounting is recommended in preference to the -16B mounting, because the maps are removable and can be carried separately from room to room. (See below for an illustration of our Removable Map Unit).



-16A

#### **-16B Mounting. Plain Open Rack**

for sets of maps. In this mounting the maps cannot be taken out of the rack as they can in our -16A mounting, described above.

These Racks are new styles of mounting, and tests in the school-room proved their ability to stand the wear and tear that racks and cases are subject to by daily use in the classroom. An attractive piece of school furniture.



-16B

#### **The Removable Unit. For -16A Rack only.**

This illustration shows the map in its brackets on the slotted board. The hangers have been turned up ready to hang the map independently from the rack. This invention gives flexibility to your map equipment. One set of maps can serve many rooms.



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